DOCUMENT RESUME

ED 115 587 SP 009 641

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TITLE The Herbert Marcus Elementary School Model for Classroom Management Provided by Alternatives in Discipline.
PUB DATE 9 Aug 75
NOTE 233p.; Paper submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)

EDRS PRICE MF-$0.76 HC-$12.05 Plus Postage
DESCRIPTORS Academic Achievement; Class Management; Classroom Observation Techniques; Communication Skills; *Discipline; *Discipline Problems; *Elementary Education; *Inservice Teacher Education; *Racial Discrimination; Student Teacher Relationship

ABSTRACT

This study was designed to see whether a model program utilizing alternative disciplinary actions as a means to improve the discipline problems at Herbert Marcus Elementary School would be successful in (1) reducing the number of student misbehaviors, (2) providing more appropriate learning situations for the needs of individual students, and (3) reducing the apparently racially-biased disproportion of disciplinary actions against minority students. Staff development sessions were held for over a year with the assistance of the principal and visiting professionals who taught teachers methods of identifying student problems and averting potential discipline problems. Faculty answered questionnaires before and after the program, rating themselves on a variety of skills indicative of classroom control. The Fink Interaction Analysis System was used to chart teacher behavior in the classroom in terms of number of positive and negative behaviors related to interacting with students. Analysis of the data indicated that the program was effective in improving teacher competencies, while at the same time student academic achievement improved as disciplinary behavior decreased. (Appendixes are attached which include the teacher questionnaires, Fink Observation Sheet samples, and statements concerning the philosophy and guidelines of the school. Two bibliographies are also included.) (CD)

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THE HERBERT MARCUS ELEMENTARY SCHOOL MODEL FOR CLASSROOM MANAGEMENT PROVIDED BY ALTERNATIVES IN DISCIPLINE

by Marvin L. Grantham

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education, Nova University

SP009 641

Dallas Cluster One
Dr. Frank Alexander

Maxi II Report
August 9, 1975

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INTRODUCTION

The problem of reducing disciplinary actions that would help eliminate all policies, practices or procedure that discriminate against or for any individual or group because of race, creed, religion, or sex and establishing a model for classroom management to provide alternative disciplinary approaches was established. It was hypothesized that proper staff development designed to provide special training to help teachers identify descriptive behavior and gain an appropriate understanding of the educational environment tasks would provide better classroom management. The criteria for evaluation were the pre and post faculty questionaires. The results of raw scores from the Iowa Tests of Basic Skills on the "experimentals" and "controls", the results from pre and post data from the pupil behavior analysis on the "experimentals" and "controls", the results from school data on pupil behavior from the previous year, the results of the Fink Interaction Analysis System information the faculty, and the results from the findings on the discipline alternative approaches used.

The data was collected and analyzed indicating that the development of a model program utilizing alternative disciplinary approaches were considered effective, important, and produced a positive change within the regular framework of the regular school program.

THE HERBERT MARCUS ELEMENTARY SCHOOL MODEL FOR CLASSROOM MANAGEMENT PROVIDED BY ALTERNATIVES IN DISCIPLINE

Marvin L. Granthan[1]

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[1] Marvin L. Grantham is the principal of the Herbert Marcus Elementary School, Dallas Independent School District, Dallas, Texas, and the writer of this practicum.

STATEMENT OF THE PROBLEM

Background

In a varied, diverse, large-city school system such as the Dallas Independent School District (DISD), the need for uniformity of classroom management and uniform disciplinary actions in the school has been brought to the nation's attention as the result of a class action suit in Dallas. It has become necessary to provide a tightened measure to monitor discipline that will require each school principal to maintain a detailed written record of every disciplinary trip a student makes to his/her office.

U. S. District Judge, Sarah T. Hughes, in a June 5, 1974 court opinion concerning a DISD black student suspension suit, noted that "white institutional racism" resulted in the disproportionate number of suspensions and corporal punishment administered to black students.

Dr. Kester's[2] testimony during the hearings included a report that statistics for corporal punishment and suspensions during 1972-1973 and the first half of 1974 showed that 60 percent of the suspensions in the District were for non-violent conduct (i.e., truancy, class cutting and talking back to the teacher). Dr. Kester testified that his study of the District revealed a significant disparity between discipline administered to the black and white students. He identified two possible reasons for the differences:

---

[2] An expert in educational psychology and statisical analysis.

1. racial bias in the administration of student discipline

2. increased "suspendable conduct" on the part of black students.

In testimony, Dr. McDaniel[3] pointed out a close relationship between these two possible causes of unequal treatment. Dr. McDaniel noted that when white administrators make the major decisions for an institution, that institution is "white-controlled". Therefore, if the standard operating procedures that follow major decisions are unresponsive to the needs of any racial group, institutional racism exists. The racial group that is involved responds to institutional racism in two ways: (1) increased passivity, and (2) increased hostility which results in increased suspendable behavior.

---

[3] An expert in institutional racism within the educational system.

Dr. Nolan Estes'[4] testimony acknowledged the existence of institutional racism in the District and its impact on the incidence of suspensions. He informed the court that there were fifteen or more additional variables that cause suspendable behavior. Such variables include cultural differences, attendance in school, attitude toward authority, support for education in the home, staff desegregation so[illegible]nomic status, and achievement levels.

Lack of discipline in the public schools again heads the list of problems cited most often by respondents in the 1974 Gallup Poll of public attitudes toward education, according to a copyrighted report published in the September 1974 Phi Delta Kappan. Discipline has been the number one problem named in five of the last six years. An even higher percentage of high school juniors and seniors name discipline as the leading problem.

---

[4] Dallas Independent School District Superintendent.

As a result of this suit, Judge Sarah T. Hughes ordered the schools in the DISD to draw up a program to lessen "racism".

The Herbert Marcus School staff was involved in a needs assessment process study directed by the principal[5] to identify the major problem facing the school in 1974-75. The staff identified the problem as the need to set up a model for classroom management to provide alternatives in disciplinary actions that would help eliminate all policies, practices, or procedures that discriminate against or for any individual group because of race, creed, religion, or sex. The needs assessment further identified a need for providing the staff with a working knowledge of classroom management techniques through alternatives in discipline. Encompassed in the design are the resources the goal, the objective, and the criteria for evaluating the program.

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[5] The principal is the author of this practicum.

Herbert Marcus Elementary School with grades from K-7, has an enrollment of approximately 600 students. The Marcus student body has 87% anglo students. Each six weeks, there is an average of 3% turn over in enrollment and 60% of the students live in apartments. The socioeconomic index for the attendance area is upper middle.

The Herbert Marcus staff has 23 teachers with a school secretary, three teacher aides, and one principal. Other staff who work in the building on a part-time basis are the school nurse, a visiting teacher, an associate psychologist, a teacher education center resource teacher, a (MEEC) facilitator, a speech therapist, four custodians, and five lunchroom workers.

This practicum was a main streaming activity designed to seek positive change in disciplinary actions within the regular school program at Herbert Marcus Elementary School, Dallas Independent School District, Dallas, Texas.

Problem

The Herbert Marcus Elementary School staff and principal was involved in a needs assessment process to identify the problem most pressing to the school. The staff and the principal identified the problem as the need to establish a model for classroom management to provide alternatives relative to disciplinary actions that would help eliminate all policies, practices, or procedures that discriminate against or for any individual or group because of race, creed, religion, or sex.

PURPOSE OF THE PRACTICUM

The purpose of this practicum was to provide the Herbert Marcus Elementary School staff with a practial working knowledge of classroom management techniques provided by alternatives of discipline which would enhance the learning, education, environment and would subsequently reduce the need for disciplinary actions.

CONCEPTUALIZING A SOLUTION

The primary goal of the Herbert Marcus Elementary School Staff in 1974-75 was to provide the staff with a practical working knowledge of classroom management techniques provided by alternatives in discipline which would enhance the learning environment and would subsequently reduce the need for disciplinary actions. (The teachers and the principal were aware that the goal was to teach the teachers how to be "good" classroom managers which should increase learning and reduce needs for discipline).

Goals in solving the identified problem were:

1. To provide a model for classroom management and alternatives provided by disciplinary action,
2. To reduce student behaviors that result in disciplinary actions,
3. To review the major factors influencing positive disciplinary practices and procedures, and
4. To provide appropriate curriculum, academic task and activities in terms of student needs, thereby decreasing the need for disciplinary action.

To reach these goals, the staff development program was designed to provide materials and information to help teachers identify disruptive behaviors and to gain an appropriate understanding of the educational environmental tasks to better manage the classroom.

DEVELOPING A PRACTICUM DESIGN

Encompassed in the design are resources, the goal, the objectives, and the evaluation of the program.

Resources

The resources for this practicum were the school staff and auxilliary personnel, as follows:

Mr. Marvin L. Grantham	Herbert Marcus School Principal
Mr. Jim Batchelor	DISD Teacher Education Center Resource Teacher
Miss Barbara Blumenthal	DISD Recl. Teacher
Dr. Micky Brown	Associate Professor at East Texas State University
Mr. William Hayes Cotton	DISD Deputy Associate Superintendent - Operations
Mrs. Dorothy Dillender	Herbert Marcus School Secretary
Dr. Bob Estes	Southwestern Medical School Research, Evaluation, and Clinical Laboratory Statistical Analyst
Dr. Nolan Estes	DISD General Superintendent

Mr. Robert Holmes	DISD Associate Psychologist
Mrs. Cynthia Kincade	DISD Visiting Teacher
Miss Margaret McGraw	DISD School Nurse
Mrs. Robbie Roblis	DISD (MEEC) Mainstreaming Education for Exceptional Children Facilitator
Mrs. Wilma Stewart	DISD Area II Elementary Director

Goal

The goal was to provide the staff with a realistic working model for classroom management provided by alternatives in discipline.

Objectives

The two objectives were as follows:

The first objective was to identify and review major factors which have the greatest potential for identifying disruptive behavior. This objective was accomplished through a series of competency-based staff development programs and workshops (in-service training).

The second objective was to provide appropriate understanding of educational environmental tasks regarding student needs, thereby decreasing the necessity for disciplinary action. To accomplish this objective, the staff was given staff development which enabled them to demonstrate competencies in the following areas:

1.1. to identify a student's educational environmental needs and individual learning preferences or style,

2.2. to prescribe appropriate and realistic instructional programs, developmental and remedial, which meet the student's individual needs,

2.3. to implement a prescribed educational environmental plan of action based on a student's needs and optimum modes of learning,

2.4. to evaluate and assess the success or failure of an educational environmental plan of action based on student progress and achievement,

2.5. to revise and modify an educational environmental plan of action in part or in total as the need arises.

Processes

In seeking solutions for the identified problem, the processes through which projected positive staff growth were made are as follows:

The strategies for the first objective were to:

1.1. review the literature,

1.2. identify and interpret the effect(s) of the staff's behavior (verbal and non-verbal) on students in the school learning climate,

1.3. explore and utilize classroom management techniques which affect various disciplinary responses to student behavior, and determine how these responses affect the learning climate in school.

Pre and post tests were given for staff development workshops.

.Assessment of students were made based on the Iowa regarding academic needs.

.Assessment of students were made based on behavioral needs regarding the review of literature and staff development workshops.

.A check list of staff competencies were used in evaluation which went hand in hand with the Fink Analysis.

.The need for disciplinary actions by the staff was decreased as they learned alternatives provided by classroom management techniques.

The strategies for the second objective were:

2.1. each classroom teacher identified individual student's learning needs and styles (recognizing both the academic and emotional components),

2.2. each classroom teacher prescribed appropriate learning experiences, both developmental and remedial,

2.3. each classroom teacher implemented an educational environmental plan of action prescribed for each individual child,

2.4. evaluated the (effectiveness of the educational environmental plan of action prescribed for a child) progress of implementation and achievement,

2.5. revised and modified academic plans of action as indicated.

The structure and content of the competency based workshops was:

Session #1 and #2: "Assessment and Planning."

.Pre testing of staff.

.Needs Assessment of Herbert Marcus Elementary School.

.A plan of action was written

Session #3: "Ready, Set, Go."

- .Identified the major factors (first objective).
- .Explained Fink Analysis and its use.
- .Explained Iowa tests and its use.
- .Administered teacher pre-self evaluation checklist.
- .Outlined the folder contents for "experimentals" and "controls".
  - .bibliography
  - .absentees
  - .tardies to school
  - .tardies to class
  - .discipline referrals
  - .clinic referrals
  - .pupil-personnel committee referrals
  - .visiting teacher referrals
  - .psychological services referrals

Session #4: "Fink Analysis Testing I."

- .Fink Analysis was administered to each teacher.

Session #5: "Distribution of Testing I Results."

- .The results of the Fink Analysis were distributed to each teacher.

- The results of Iowa tests were distributed to teachers of selected "experimental" students.

- Observation Behavior Guidelines and related bibliography list were distributed to the teachers.

Session #6: "Who, What, and How: Informal Assessment and The Education Prescription."

Session #7: "When, Where, and Why: Informal Assessment of Student Behavior."

Session #8: "Attitude Development: Dimensions of Man."

Session #9: "Alternatives for Handling Student Behavior."

Session #10: "Changing Attitudes: Assessing Yourself."

Session #11: "Testing II."

- The post Fink Analysis was administered.

- The post Iowa to "experimentals" and "controls" was administered.

Session #12: "Testing II Results."

- The post Fink Analysis results are distributed.

- The post Iowa results were distributed.

.Guidelines for compiling "experimental" and "control" data were reviewed.

Session #13: "Sifting and Sorting."

.Data of "experimentals" and "controls" was compiled.

Session #14: "Data Analysis."

Session #15: "Getting It Together."

.Post testing of staff.

.Summary.

.Generalizations.

All sessions were conducted on district-allocated staff development time during school time at Herbert Marcus Elementary School. The sessions were led by the principal, the staff development representative, and resource people from East Texas State University, Southwestern Medical School and DISD Psychological Services, Staff Development Department, Visiting Teacher Department, and Research and Development Department.

Each teacher was involved in The Fink Analysis

(Rewards and Punishment Schedule).

Pre and posting of the Fink Analysis were administered to determine whether or not teachers behaviors were actually changed regarding classroom management techniques.

The Fink observes both the teacher and pupil behavior, that is, the behavior with which the teacher interacted, and were recorded at each observation interval.

Categories of the Fink used were: approval of academic behavior, approval of social behavior, disapproval of academic behavior, disapproval of social behavior, approval error, both academic and social and a disapproval error, both academic and social.

The Fink Analysis counted how many verbal and nonverbal things a teacher did in the room that were both positive and negative. Pre- and post- Fink Analysis were given to all teachers to determine the types of teacher behavior exhibited in the classroom for a fifteen minute period. The observation of the teacher was recorded on an observation sheet which was divided into

20 second intervals, followed by a 20 second recording time.

Strategies were planned to gauge directly how teachers taught, related to students, and dealt with problems of disruption in the classroom through the Fink Analysis. Each teacher gave the principal a list of ten students whom he/she would potentially like to work. These ten students were given the Iowa.

The Iowa was sufficient in the assessment of students' academic progress as related to teachers use of alternative strategies in classroom management.

Sub-tests of the Iowa given were:

.Vocabulary

.Reading Comprehension

.Language Skills

.Work-Study Skills

.Mathematics Skills

One to three "experimental" students were selected from the ten students. The teacher worked with these children using desired learning strategies to meet the educational environmental needs, etc. The teachers kept detailed, accurate counts on their three "experimenatal" students regarding the student's absentees, tardies to school, tardies to classes, discipline referrals, clinic referrals, referrals to the pupil personnel committee, referrals to the visiting teacher, and referrals to psychological services, and compiled a bibliography of books and materials used.

For every "experimental" student selected, a matched "control" student was selected by the principal. The teacher did not know who the "control" student was until after the Iowa post-test was given.

After the post-Iowa was administered to the "experimental" students and to the "control" students, was provided each teacher regarding achievement gains/losses and change in teacher behaviors. The data was compiled regarding relationships between and among the experimental children, other students, teacher behaviors, and the effectiveness of the Marcus staff development program, the Fink Analysis, Iowa, and customary natural school data.

Approximately eight academic months elapsed between the pre and post tests of the Iowa and the Fink pre and post tests.

In between the pre- and post-testing, teachers were afforded resources, materials, etc., which gave opportunities for changes as per stated objectives.

Lastly, comparison of natural data, or pupil behavior data, i.e., absentees, tardies, discipline referrals, etc. Iowa Tests of Basic Skills, and the Fink Analysis was compiled to determine the resultant relationships.

Evaluation

The objectives listed under "Developing the Design" provided the criteria for evaluating the program. Appropriate analysis methods were used in determining to what extent the changes set forth in the objectives occurred.

The purpose of the evaluation was to determine whether the Herbert Marcus Elementary School staff was able to establish a classroom management model provided by alternatives in disciplinary actions.

The project was closely monitored by the Dallas

Independent School District. Those involved in monitoring this program were: 1) The Assistant Superintendent of Staff Development, Dr. Joe Pitts, 2) The Deputy Associate Superintendent-School Operations, Mr. William Cotton, 3) The Research and Development Department, 4) Area II Elementary Director, Mrs. Wilma Stewart, and 5) The General Superintendent, Dr. Nolan Estes.

The DISD established a district Discipline Task Force of which this writer was the only principal (out of 205 principals) assigned. The findings in this practicum will be used to provide alternatives to discipline in all DISD schools in 1975-76.

COLLECTION OF DATA

Staff Development Sessions

The Staff Development sessions were conducted on district allocated time at the Herbert Marcus Elementary School. The sessions were led by the principal, the staff development representative, resource people from East Texas State University, Southwestern Medical School, and DISD Psychological Services, Staff Development Department, Visiting Teachers Department, and Research and Development Department. The staff development sessions were conducted periodically during the 1974-1975 school year (nine months). However, the staff spent many hours of their own, in addition to the time in the classrooms, working on the project. Pre and post testing of the staff was given and collected during the staff development sessions by the principal.

Description of The Staff Development Sessions

All staff development sessions were conducted on district allocated staff development time during school time at Herbert Marcus Elementary School. The sessions were led by the principal, the staff development representative, and resource people from East Texas State College, Southwestern Medical, Psychological Services, Staff Development Department, Visiting Teacher Department, and Research and Development Department.

The goal of the staff development sessions was to provide the staff with a realistic working model for classroom management provided by alternatives in discipline.

The first objective was to identify and review major factors which have the greatest potential for identifying disruptive behavior. This objective was accomplished through a series of competency-based staff development programs and workshops (in-service training). Pre and post tests were given the staff members. It was anticipated that there would be a decline of student referrals based upon natural data (cumulative records, discipline referrals, clinic referrals, etc.) collected by the Marcus staff. In between the pre- and post- testing, teachers were afforded resources, materials, etc. which gave opportunities for changes as per stated objectives.

The second objective was to provide appropriate understanding of educational environmental tasks regarding student needs thereby decreasing the necessity for disciplinary action. To accomplish this objective, the staff was afforded staff development which enabled them to demonstrate competencies in the following areas:

1.1. to identify a student's educational environmental needs and individual learning preferences or style,

2.2. to prescribe appropriate and realistic instructional programs, developmental and remedial, which meet the student's individual needs,

2.3. to implement a prescribed educational environmental plan of action based on a student's needs and optimum modes of learning,

2.4. to evaluate and assess the success or failure of an educational environmental plan of action based on student progress and achievement,

2.5. to revise and modify an educational environmental plan of action in part or in total as the need arises.

Processes: In seeking solutions for the identified problem, the processes through which projected positive growth was made are as follows:

The strategies for the first objective were to:

1.1. review the literature,

1.2. identify and interpret the effect(s) of the staff's behavior (verbal and non-verbal) on students in the school learning climate,

1.3. explore and utilize classroom management techniques which affect various disciplinary responses to student behavior, and determine how these responses affect the learning climate in school.

The strategies for the second objective were:

2.1. each classroom teacher will identify individual student's learning needs and styles (recognizing both the academic and emotional components),

2.2. each classroom teacher will prescribe appropriate learning experiences, both developmental and remedial,

2.3. each classroom teacher will implement an educational environmental plan of action prescribed for each individual child,

2.4. evaluate the (effectiveness of the educational environmental plan of action prescribed for a child) progress of implementation and achievement,

2.5. revise and modify academic plans of action as indicated.

A brief description of the Staff Development sessions follows:

Session No. 1 and No. 2

"Assessment and Planning"

.Setting the stage - Motivating the staff for the years Staff Development and emphasis upon the Affirmative Action Program. "You Pack Your Own Chute", a movie about the fear experience while carrying out a decision to its unknown final conclusion was shown.

.Needs assessment of Herbert Marcus School Staff. Marvin Grantham, principal of Herbert Marcus School, presented an overview of the Affirmative Action Program as outlined by the Dallas Independent School District and conducted a needs assessment with the staff to determine the target areas for the program. The staff unanimously decided that the most pressing need of the Herbert Marcus School was to work on discipline.

.Writing a plan of action
The Staff Development representative, the faculty advisory committee, consisting of seven teachers, and the principal committed themselves to written plan of

action - to formulate The Herbert Marcus Elementary School Model for Classroom Management Provided by Alternatives in Discipline.

Session No. 3

"Ready, Set, Go"

.Conducted by Marvin Grantham, principal of Herbert Marcus

.Identified the major factors (first objective).

.The staff studied the literature to assist in identifying the major factors causing discipline. Appendix L (Bibliography) listing those used in reference.

In its recent student suspension case before U. S. Judge Sarah T. Hughes, the DISD listed 14 variables as reasons and predicators of high suspension rates. These involved three basic categories: Socio-economic variables, including sex, race, age, father's occupation, number of siblings in the family and whether the subject lived with both parents; academic achievement and background variables for the subjects; and participation in extra-curricular activities.

.At the same time, a Florida study has reported 87 variables and isolated six factors as the best predicators of students who would evidence disruptive behavior: male, black, low tests scores, low grade point average, low IQ and no referral for psychological assistance. The most powerful predicators were found to be grades and particularly reading ability.

Specific disciplinary problems encountered.

.Disobeying school rules (gum chewing, running in the hall, misuse of school property).

.Rude conduct (towards a teacher, student verbal abuse of school personnel).

.Unacceptable language.

.Refusal to follow directions of a teacher.

.Continuous class disturbance.

.Fighting (on the playground, in the building).

.Midconduct in the restroom.

.Misconduct in the cafeteria.

.Unprepared for class participation repeatedly.

.Failure to have necessary supplies.

.Does not make good use of time and material.

.Failure to be out of the building 5 minutes after dismissal.

.Disruptive behavior.

.Insubordination.

.Tardy to school.

.Tardy to class.

.Explained Fink Analysis and use,

Appendix C and D

.Explained Iowa Tests and use,

Appendix B

.Administered staff pre-self evaluation check list,

Appendix E

.Folder contents for "experimentals" and "controls".

- .bibliography
- .absentees
- .tardies to school
- .tardies to class
- .discipline referrals
- .clinic referrals
- .pupil-personnel committee referrals
- .visiting teacher referrals
- .psychological service referrals

.Set up guidelines for experimental and control student's selection.

Session No. 4

"Fink Analysis Testing I and Other Tests"

Dr. Mickey Brown, associate professor from East Texas State College, explained how he would administer the Fink Analysis test. The observations on teachers were made the following week in class (samples in Appendix D).

Robert Holmes associate psychologist, presented a program on how to interpret the data provided by the W.I.S.C., Standford Binet, I.I.P.A., Bender Gestalt, House Tree Person, Draw A Man Test, Sentence Completion Tests, T.A.T., and the Iowa Tests of Basic Skills. Many of the above tests are in the students' cumulative records.

Session No. 5

"Distribution of Testing I Results"

- Results of The Fink Interaction Analysis were distributed to teachers by the principal.

- Results of the Iowa Tests of Basic Skills of selected "experimental" students were distributed to teachers by the principal.

- Observation Behavior Guidelines were distributed to teachers by the principal and the collection of the related bibliography list was started. Bibliography is listed in Appendix L.

Session No. 6

"Who, What, How: Informal Assessment and the Education Prescription"

Robbie Roblis, a MEEC Program Facilitator, showed the faculty how to take test data and how to write a learning program for an individual child.

Robert Holmes, associate psychologist, presented a program on "Positive Reinforcement in the Classroom". Emphasis was on making positive statements and gestures to students at all time.

Session No. 7

"When, Where, Why: Informal Assessment of Student Behavior"

Barbara Blumenthal, a REC'L teacher, presented a program on "How to Identify Learning Disabilities in the Classroom." A T.V. video tape replay of some students in the school was filmed by the REC'L teacher. The video tape was used mainly to present and point out to the staff how to identify learning disabilities.

The REC'L teacher and the principal presented alternative discipline approaches described in Appendix G and I.

Session No. 8

"Attitude Development: Dimensions of Man"

Jim Batchelor, Staff Development Resource Teacher, presented a program on "Attitude Development." Opportunities are everywhere for the person who understands Self Motivation. The power of personal motivation comes from a clearly defined personalized plan of action and the application of that plan every day of your life. The zest for life comes from looking forward with positive action and attitudes to being of service to mankind. A detailed approach on how to accomplish many of the above traits was covered in this session.

Session No. 9

"Alternatives of Handling Student Behavior"

Marvin Grantham, principal of Herbert Marcus, gave a program on "Classroom Alternatives to Discipline." Points covered regarding alternatives of handling behavior with the use of colored overhead transparencies were:

Permitting, tolerating, preventative planning, interfering, signal interference, blame-the-home approach, the loving approach, acceptance approach, planned ignoring, proximity control, hypodermic affection, tension decontamination, support from routine, removing seductive objectives, restructing the classroom, direct appeal, antiseptic bouncing, physical restraint, promises and rewards, authoritative verbot, punishment and threats, limitation of space and tools, hurdle lessons, interest boosting, exclusion approach, activity approach, and the get tough approach.

Encouragement was made for the staff to commit itself to writing a school philosophy of discipline and preparing a guide and procedure handbook for students. The results are Appendix D and E.

Session No. 10

"Changing Attitudes: Assessing Yourself"

Cynthia Kincaid, visiting teacher, presented a program on "Identifying Emotionally Disturbed Children in the Classroom."

Topics briefly covered during this program were Abraham H. Maslow's "Hierarchy of Needs" and his description of a self actualizing person; Erikson's "Eight Stages of Man's Theory": identification of specific behavorial problems that accompany emotional disturbances and the degrees of intensity with which they may be exhibited; and guidelines for informal assessment-observations of emotional behavior.

Session No. 11

"Testing II"

- The post Fink Interaction Analysis was administered to the staff by Dr. Micky Brown during the week.
- The post Iowa tests of Basic Skills was administered to the "experimentals" and "controls" by the staff.
- The staff was administered the post survey by the principal which is in Appendix F.
- Discipline alternatives information was collected from the staff which led to the information given in Apendicies G, H. and I.
- A questionaire to collect information on discipline alternatives which is in Tables 22 and 23 was given.

Session No. 12

"Testing II Results"

.The post testing results of the Fink Interaction analysis were distributed and interpreted to the teachers by the principal.

.The post testing results of the Iowa tests of Basic Skills on the "experimentals" and "controls" were distributed to the teachers by the principal.

.A review of the guidelines for compiling "experimental" "control" data was made by the principal.

.Other discipline alternative approaches used by the staff was collected which is listed in Appendix H.

.The bibliography used by the staff was collected and listed in Appendix L.

Session No. 13

"Sifting and Sorting"

- Data was compiled regarding the "experimentals" and "controls" which is listed on Tables 1-16.

- Data was compiled regarding The Fink Interaction Analysis which is in Table 17 and 18.

- Data was compiled regarding the staff pre and post testing recorded in Tables 19, 20, 21.

- Data was compiled regarding disciplinary alternatives recorded on Tables 22 and 23.

- Information was collected, written and edited regarding The Herbert Marcus Elementary School Philosophy of Discipline described in Appendix J.

- Information was collected, written, edited and printed regarding The Spirit and Guidelines of Herbert Marcus Elementary School for students and parents which is described in Appendix K.

Session No. 14

"Data Analysis"

A complete report regarding the data that had been collected was made to the staff by the principal This information is listed in the tables of this paper.

Session No. 15

"Getting IT Together"

The principal presented to the staff a summary of the years staff development. From the year's study and the summary, generalizations were made by the staff and the principal towards making Staff Development Plans for 1975-1976. Actually, the summary is the beginning of a needs assessment for Staff Development next school year.

Pre and Post Faculty Questionaires

Pre and post testing of the staff was administered by the principal in September, 1974, and May, 1975. The pre test was used by the faculty as a self rating guide, as well as providing a comparative study with the post testing questionaire. The first 50 questions dealt with student needs and the remaining 15 questions dealt with classroom management. The pre and post questionaires is listed in Appendix A and B. Tables 1, 2, and 3 records the results of the faculty pre and post testing.

TABLE 1

The Faculty's Responses To Pre & Post Testing Self Rating As A Result of Staff Development Degrees of Growth

Questions Dealing With Meeting Student Needs

	1		2		3		4		N.A.
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre / Post
1	7	1	12	4	4	12	1	7	1
2a	6	2	15	2	3	16	1	4	1
2b	15	8	6	7	3	5	1	2	3
2c	20	9	4	7	1	4	-	2	3
2d	17	1	6	3	1	17	1	1	3
2e	19	4	6	7	-	5	-	6	3
3a	5	-	13	4	4	13	13	6	2
3b	16	6	7	10	1	6	1	1	2
3c	15	9	8	7	2	6	-	1	2
3d	5	2	13	6	4	12	3	4	1
3e	16	8	7	5	1	7	1	2	3
4	7	1	12	6	4	9	2	9	-
5a	5	1	9	5	6	10	5	7	2
5b	1	1	8	5	11	13	5	6	1
5c	5	5	1	1	14	14	3	3	2
5d	5	2	5	5	10	11	5	6	1
5e	2	1	7	6	13	11	3	3	4
5f	5	3	8	5	9	11	3	4	2
5g	1	1	4	2	14	13	6	7	2
6	4	-	11	2	7	14	4	7	-
7a	1	-	5	4	15	15	4	5	1
7b	6	5	6	6	11	10	2	2	2
7c	2	2	8	7	13	12	2	3	1
7d	2	-	3	3	15	15	5	5	2
8	6	-	9	8	7	13	3	4	-
9	15	6	9	8	-	9	1	2	-
10	2	2	13	5	5	13	5	5	-
11	7	3	9	6	4	10	4	5	-
12	4	1	5	4	12	14	4	6	-
13a	8	2	12	10	5	10	-	2	1
13b	3	1	5	9	14	10	3	4	1
13c	20	8	3	4	2	7	-	4	2
13d	8	2	10	10	4	8	3	3	2
13e	1	-	7	5	12	12	5	6	2

TABLE 1

Page Two

The Faculty & Responses to Pre & Post Testing Self Rating As A Result of Staff Development Degrees of Growth

Questions Dealing With Meeting Student Needs

	1		2		3		4		N.A.
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre / Post
13f	1	1	5	4	14	12	5	6	2
13g	6	4	9	7	7	8	3	3	2
13h	15	4	7	4	1	12	2	3	2
13i	13	8	11	8	1	6	1	–	3
13j	14	10	9	5	–	4	2	3	3
13k	5	2	8	7	8	9	4	5	2
14	3	–	8	4	7	12	7	9	–
15	9	1	12	8	2	12	2	4	–
16	4	1	10	9	10	9	1	6	–
17	3	–	2	2	13	13	7	10	–
18	3	–	7	3	7	12	8	10	–
19	3	–	10	2	7	11	5	12	–
20	1	–	5	4	12	12	7	9	–
21	–	–	5	5	9	9	11	11	–
22	2	–	6	6	11	12	6	7	–
23	5	–	7	6	10	15	3	4	
	348	127	387	272	349	335	164	247	66

TABLE 2

The Faculty's Responses to Pre & Post Testing Self Rating As A Result of Staff Development Degrees of Growth Questions Dealing with Classroom Management

	1		2		3		4		Not Ans.	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
24	4		7	4	7	10	7	11		
25	-		5	4	10	11	10	10		
26	1		6	5	13	15	5	5		
27	-		6	5	14	14	5	6		
28	7	2	8	5	6	12	4	6		
29	1		5	3	9	10	10	12		
30	1		5	5	11	11	8	9		
31	2	1	8	-	10	18	5	6		
32	1		7	3	10	14	7	8		
33	2	1	6	4	15	13	2	7		
34	3		5	3	16	13	3	9		
35	5		5	4	10	10	5	11		
36	2	1	4	4	11	11	8	9		
37	1		3	2	9	9	12	14		
38	1		6	5	9	7	9	13		
	31	5	86	56	161	179	100	137		

TABLE 3

Composite Of The Faculty's Responses to Pre & Post Testing Self Rating As A Result Of Staff Development Degrees of Growth

	1 Minimal (0.25%)		2 Sometimes (50%)		3 Frequently (75%)		4 Maximal (90-100%)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Items 1-23	348	127	387	272	349	535	164	247
Items 24-38	31	5	86	56	161	179	100	137
Totals 1-38	379	132	473	328	510	714	264	384

Items 1-23: Questions dealing with student needs.

Items 24-38: Questions dealing with classroom management.

Table 21 is a composite of Tables 19 and 20.

Iowa Tests of Basic Skills

The Iowa Tests of Basic Skills were given in September (Pre-test) and again in May (Post-test) to the students by Herbert Marcus teachers. The second grade was administered Level 7, Form 5 with subtests vocabulary, word analysis, reading, spelling, and math. The third and fourth grades were administered Level 9, Form 5; fifth and sixth were administered Level 11, Form 5, and the seventh grand was administered Level 13, Form 5. Grades three through seven had subtests: vocabulary, reading, language, work study skills, and math. A brief explanation of the Iowa is described in Appendix B and the data collected is listed in Tables 4-10.

The Iowa test of Basic Skills, a national recognized test of student achievement was administered to grades 2-7. Sub-tests administered were vocabulary, reading comprehension, language skills, work-study skills, and math skills. Tests administered were:

. grade 2 - level 7 form 5
. grades 3&4 - level 9 form 5
. grades 5&¢ - level 11 form 5
. grade 7 - level 13 form 5

TABLE 4

Iowa Test of Basic Skills
Pre and Post Tests
Grade Two Level 7 Form 5 Raw Scores

Experimental Control	Pre	Post Vocabulary	Pre	Post Word Anaysis	Pre	Post Reading	Pre	Post Spelling	Pre	Post Math	Pre	Post Composite
E I	12	24	33	47	26	61	14	27	18	26	21	37
C I	24	26	41	47	53	58	23	26	19	25	32	36
E II	22	20	37	39	43	45	13	21	21	21	27	29
C II	23	26	33	45	53	57	20	24	21	23	30	35
E III	9	14	31	37	24	23	9	15	15	14	18	20
C III	10	7	22	16	28	27	9	15	14	22	17	17
E IV	16	25	35	29	40	55	11	13	19	23	24	29
C IV	16	26	32	45	39	54	13	19	19	22	24	33
E V	16	27	37	41	40	59	12	25	19	26	25	35
C V	23	29	43	46	52	54	18	26	18	25	31	36

EI is "experimental one student and
CI is "control" one student, etc.

The Pre Test administered in September, 1974.
The Post Test administered in May, 1975.

TABLE 5

Iowa Test of Basic Skills
Pre and Post Tests
Grade Three Level 9 Form 5 Raw Scores

Experimental Control	Pre	Post Vocabulary	Pre	Post Reading	Pre	Post Language	Pre	Post Work Study Skills	Pre	Post Math	Pre	Post Composite
E I	24	24	33	44	25	23	21	24	23	22	25	27
C I	21	25	38	52	18	22	19	20	22	24	23	28
E II	15	18	15	22	15	23	11	11	11	11	13	17
C II	12	19	20	22	15	6	11	12	10	14	13	14
E III	19	25	29	40	21	24	14	20	19	20	16	26
C III	17	19	32	32	18	16	19	13	19	19	21	20
E IV	12	22	25	31	12	18	11	17	15	16	14	21
C IV	16	19	15	21	16	16	10	12	15	14	14	16
E V	12	23	25	47	14	19	15	23	14	16	16	26
C V	18	13	35	23	11	11	12	13	14	14	18	15
E VI	4	12	17	17	8	15	9	13	5	7	8	13
C VI	5	15	14	13	8	10	6	10	5	5	7	11

E I is "experimental" one student and
C I is "control" one student, etc.

The Pre Test was administered in September, 1974.
The Post Test was administered in May, 1975.

TABLE 6

Iowa Test of Basic Skills
Pre and Post Tests
Grade Four Level 9 Form 5 Raw Scores

Experimental Control	Vocabulary		Reading		Language		Work Study Skills		Math		Composite	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
E I	24	19	28	27	15	18	14	12	12	16	18	18
C I	11	22	34	27	15	12	16	15	16	13	18	17
E II	30	28	46	47	17	18	17	23	37	16	29	26
C II	23	21	31	17	19	14	11	12	14	14	19	15
E III	23	25	32	49	12	22	5	23	11	20	16	27
C III	14	13	19	20	13	14	12	11	15	9	14	13
E IV	9	9	21	9	11	13	13	9	11	10	13	10
C IV	19	24	12	36	13	18	7	20	7	15	10	23

E I is "experimental" one student and
C I is "control" one student, etc.

The Pre Test was administered in September, 1974.
The Post Test was administered in May, 1975.

TABLE 7

Iowa Test of Basic Skills
Pre and Post Tests
Grade Five Level 11 Form 5 Raw Scores

Experimental Contol	Pre	Post Vocabulary	Post	Post Reading	Pre	Post Language	Pre	Post Work Study Skills	Pre	Post Math	Pre	Post Composit
E I		Moved										
C I												
E II	14	24	36	34	14	11	13	13	12	12	17	19
C II	19	26	23	35	16	16	9	13	12	17	15	21
E III												
C III		Moved										
E IV	12	22	21	23	10	12	8	12	8	9	11	16
C IV	14	14	21	33	11	13	9	13	7	17	12	17

E I is "experimental" one student and
C I is "control" one student, etc.

The Pre Test was administered in September, 1974.
The Post Test was administered in May, 1975.

TABLE 8

Iowa Tests of Basic Skills
Pre and Post Tests
Grade Six Level 11 Form 5 Raw Scores

Experimental Control	Vocabulary		Reading		Language		Work Study Skills		Math		Composite	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
E I	19	24	30	26	15	17	8	17	22	16	18	20
C I	15	22	53	22	19	17	9	14	10	10	21	17
E II	38	38	62	67	31	34	29	27	30	33	38	40
C II	43	41	59	69	24	30	28	27	27	15	36	36
E III	33	35	41	39	17	20	24	13	21	20	27	25
C III	35	28	41	39	12	15	15	18	14	13	23	23
E IV	20	23	30	26	8	10	11	15	9	16	12	18
C IV	13	20	25	33	12	12	18	10	13	12	16	17
E V	34	33	54	49	17	20	17	12	10	11	26	25
C V	30	33	42	42	18	25	20	16	17	16	15	26
E VI	26	28	31	42	21	24	23	21	18	20	23	27
C VI	26	33	53	56	23	20	18	20	19	15	27	29
E VII	38	38	59	49	21	20	30	21	17	21	33	30
C VII	30	35	59	52	22	22	27	24	26	29	32	32

E I is "experimental" one student and
C I is "control" one student, etc.

The Pre Test was administered in September, 1974.
The Post Test was administered in May, 1975.

TABLE 9

Iowa Tests of Basic Skills
Pre and Post Tests
Grade Seven Level 13 Form 5 Raw Scores

Experimental Control	Pre	Post Vocabulary	Pre	Post Reading	Pre	Post Language	Pre	Post Work Study Skills	Pre	Post Math	Pre	Post Composit
E I	14	25	28	24	12	13	14	14	13	14	16	18
C I	29	29	33	39	10	12	11	10	8	12	18	20
E II	12	19	18	17	7	10	9	17	14	10	12	11
C II	15	13	16	19	9	13	12	13	9	11	12	13
E III	14	16	22	28	8	10	11	9	9	8	12	14
C III	9	12	19	23	10	8	9	11	5	10	10	10
E IV	29	34	41	51	15	16	17	17	18	26	24	28
C IV	36	38	53	51	15	20	19	14	12	11	27	26
E V	20	21	34	32	20	15	14	15	15	12	20	19
C V	21	25	33	33	12	14	17	16	14	10	19	19
E VI	78	78	68	80	63	56	74	53	70	53	69	64
C VI	71	60	69	72	79	78	54	53	72	64	69	61

E I is "experimental" one student and
C I is "control" one student, etc.

The Pre Test was administered in September, 1974.
The Post Test was administered in May, 1975.

TABLE 10

Iowa Test of Basic Skills
Grades 2-7
Raw Score Gains
Mann-Whitney - U Tests

$$U = N_1 N_2 + \frac{N_2(N_2 + 1)}{2} - R$$

	Vocabulary	Reading	Language	Work Study Skills	Math	Composite
Grade 2 Level 7 Test N_1= 5 N_2 = 5	8 *N.S.	7 N.S.	6 N.S.	9 N.S.	14 n.S.	12 N.S.
Grades 3 & 4 Level 9 Test N_1 = 10 N_2 = 10	43 N.S.	22 **P<.025	12 **P<.01	14.5 **P<.01	28.5 N.S.	15 **P<.01
Grades 5 & 6 Level 11 Test N_1 = 9 N_2 = 9	35.5 N.S.	29 N.S.	37 N.S.	33 N.S.	32 N.S.	31 N.S.
Grade 7 Level 13 Test N_1 = 6 N_2 = 6	8 N.S.	16 N.S.	13 N.S.	17 N.S.	15 N.S.	19 N.S.

* N.S. - Not significant.
** Indicates significant statistical variance.
Data used was compiled from Tables 1 - 6.

Pupil Behavior (School Natural Data)

Collection of the Pupil Behavior data was from September, 1974 through May, 1975. The faculty, secretary, nurse, and the principal worked together in collecting the data on discipline referrals, clinic referrals with the number of students going home or returning to class, absentees, tardies to school and classes, and referrals to the pupil personnel committee, the visiting teacher and psychological services. This data is provided in Tables 11-17.

TABLE 11

Pupil Behavior Analysis For Grades K-1 Experimentals and Controls

Experimental Control	Discipline Referrals	Clinic Referrals	Went Home	Returned to Class	Absent	Tardy to School	Tardy to Class	Referred to Pupil Personnel Committee	Referred to the Visiting Teacher	Referred to Psychological Services
E I	1	3	1	2	2	1	0	0	0	0
C I	1	3	1	2	0	2	0	0	0	0
E II	0	1	0	1	4	3	0	1	0	0
C II	0	0	0	0	8	5	0	0	0	0
E III	2	2	1	1	5	2	0	1	0	1
C III	3	2	1	1	7	5	1	2	1	1
E IV	2	4	2	2	12	2	2	2	1	1
C IV	4	5	1	4	14	4	3	3	1	1
E V	1	3	1	2	6	5	1	1	1	1
C V	2	2	2	0	12	7	2	1	1	1
Total E's	6	13	5	8	29	13	3	5	2	3
Total C's	10	12	5	7	41	23	6	6	3	3

E I is "experimental" one student and
C I is "control" one student, etc.
The Data was collected from September, 1975 through May, 1975.

TABLE 12

Pupil Behavior Analysis
Grade Two Experimentals and Controls

Experimental Control	Discipline Referrals	Clinic Referrals	Went Home	Returned to Class	Absent	Tardy to School	Tardy to Class	Referred to Pupil Personnel Committee	Referred to the Visiting Teacher	Referred To Psychological Services
E I	1	3	1	2	3	1	2	0	0	0
C I	1	0	0	0	7	3	4	0	0	0
E II	4	2	1	1	7	1	2	0	0	0
C II	7	5	1	4	3	1	4	0	0	0
E III	14	4	1	3	1	0	5	3	1	1
C III	16	1	0	1	0	0	7	2	1	1
E IV	9	3	1	2	21	3	0	1	1	0
C IV	9	2	1	1	0	0	0	1	1	0
E V	0	1	0	1	4	0	1	0	0	0
C V	0	0	0	0	0	1	1	0	0	0
Total E	28	13	4	9	36	5	10	4	2	1
Total C	33	8	2	6	10	5	16	3	2	1

E I is "experimental" one student and
C I is "control" one student, etc.
The Data was collected from September, 1974 through May, 1975.

TABLE 13

Pupil Behavior Analysis For Grade Three Experimentals and Controls

Experimental Control	Discipline Referrals	Clinic Referrals	Went Home	Returned to Class	Absent	Tardy to School	Tardy to Class	Referred to Pupil Personnel Committee	Referred to the Visiting Teacher	Referred to Psychological Services
E I	11	5	2	3	11	4	6	2	1	1
C I	13	0	0	0	2	5	6	2	1	1
E II	2	3	1	2	2	1	2	0	0	0
C II	1	1	0	1	0	0	4	0	0	0
E III	0	1	0	1	6	0	1	0	0	0
C III	0	5	0	5	10	2	1	0	0	0
E IV	0	4	0	4	6	2	1	0	0	0
C IV	0	5	1	4	3	1	1	0	0	0
E V	5	4	1	3	4	1	3	1	0	0
C V	5	7	2	5	3	1	3	1	0	0
E VI	1	0	0	0	3	2	0	1	0	0
C VI	1	6	1	5	3	2	0	1	0	0
Total E	19	17	4	13	32	10	13	4	1	1
Total C	20	24	4	20	21	11	15	4	1	1

E I is "experimental" one student and
C I is "control" one student, etc.
The Data was collected from September, 1974 through May, 1975.

TABLE 14

Pupil Behavior Analysis For
Grade Four Experimental and Controls

Experimental Control	Discipline Referrals	Clinic Referrals	Went Home	Returned to Class	Absent	Tardy to School	Tardy to Class	Referred to Pupil Personnel Committee	Referred to the Visiting Teacher	Referred to Psychological Services
E I	1	1	1	0	19	8	4	1	1	0
C I	1	1	0	1	1	9	5	1	1	0
E II	7	1	1	0	0	1	5	1	1	0
C II	8	2	1	1	5	2	5	1	1	0
E III	4	4	2	2	12	2	3	2	1	0
C III	3	6	3	3	6	3	4	1	1	0
E IV	5	4	1	3	3	0	4	2	0	0
C IV	5	6	1	5	7	0	5	2	0	0
Total E	17	10	5	5	34	11	16	6	3	0
Total C	17	15	5	10	19	14	19	5	3	0

E I is "experimental one student and
C I is "control one student, etc.
The Data was collected from September, 1974 through May, 1975.

TABLE 15

Pupil Behavior Analysis For
Grade Five Experimentals and Controls

Experimental Contol	Discipline Referrals	Clinic Referrals	Went Home	Returned to Class	Absent	Tardy to School	Tardy to Class	Referred to Pupil Personnel Committee	Referred to the Visiting Teacher	Referred to Psychological Services
E I			Moved							
C I										
E II	1	8	1	7	10	5	5	1	0	0
C II	2	1	1	0	8	6	5	1	0	0
E III										
C III			Moved							
E IV	4	0	0	0	8	3	5	2	1	0
C IV	5	2	1	1	19	0	6	2	1	0
Total E	3	8	1	7	18	8	10	3	1	0
Total C	7	3	2	1	27	6	11	3	1	0

E I is "experimental" one student and
C I is "control" one student, etc.

TABLE 16

Pupil Behavior Analysis For Grade Six Experimentals and Controls

Experimental Constrol	Discipline Referrals	Clinic Referrals	Went Home	Returned to Class	Absent	Tardy to School	Tardy to Class	Referred to Pupil Personnel Committee	Referred to the Visiting Teacher	Referred to Psychologal Services
E I	0	0	0	0	3	1	2	0	0	0
C I	0	0	0	0	7	1	2	0	0	0
E II	4	0	0	0	0	0	0	0	0	0
C II	4	1	0	1	3	1	1	0	0	0
E III	0	1	0	1	11	4	3	1	0	0
C III	0	0	0	0	6	2	2	1	0	0
E IV	11	1	0	1	0	0	7	1	1	0
C IV	12	6	1	5	1	2	8	1	1	0
E V	1	2	1	1	1	2	1	1	0	0
C V	1	1	1	0	4	3	1	1	0	0
E VI	5	12	2	10	3	3	4	1	0	0
C VI	6	1	0	1	7	4	6	1	0	0
E VII	1	1	0	1	17	5	6	2	0	0
C VII	0	1	0	1	18	7	6	2	0	0
Total E	22	17	3	14	35	15	23	6	1	0
Total C	23	10	2	7	46	20	26	6	1	0

E I is "experimental" one student and
C I is "control" one student, etc.
The data was collected from September, 1974 through May, 1975.

TABLE 17

Pupil Behavior Analysis For Grade Seven Experimentals and Controls

Experimental Control	Discipline Referrals	Clinic Referrals	Went Home	Returned to Class	Absent	Tardy to School	Tardy to Class	Referred to Pupil Personnel Committee	Referred to The Visiting Teacher	Referred to Psychological Services
E I	14	8	3	5	8	4	20	1	1	1
C I	12	8	4	7	14	6	10	3	3	1
E II	2	2	1	1	0	1	0	0	0	0
C II	1	3	1	2	2	0	0	0	0	0
E III	0	5	1	4	8	0	0	3	2	1
C III	10	3	0	3	16	8	18	5	4	1
E IV	8	0	0	0	2	0	0	0	0	0
C IV	1	0	0	0	2	2	3	0	0	0
E V	2	3	2	1	5	2	2	1	0	0
C V	5	2	2	0	4	0	4	1	0	0
E VI	4	0	0	0	0	0	5	0	0	0
C VI	5	0	0	0	2	0	5	0	0	0
Total E's	32	18	7	11	23	7	27	5	3	2
Total C's	34	16	7	12	40	16	40	9	7	2

E I is "experimental" one student and
C I is "control" one student, etc.
The data was collected from September, 1974 through May 1975.

School/Pupil Behavior

Comparative data are shown for the 1973-74 school year and the 1974-75 school year in Tables 18-20 regarding the total number of students in the school with referrals listed above.

TABLE 18

Pupil Behavior Analysis For Grades K - 7 Experimentals and Control Totals

Experimental Control	Discipline Referrals	Clinic Referrals	Went Home	Returned to Class	Absent	Tardy to School	Tardy to Class	Referred to Pupil Personnel Committee	Referred to the Visiting Teacher	Referred to Psychological Services
K-lst E's	6	13	5	8	29	13	3	5	2	3
K-lst C's	10	12	5	7	41	23	6	6	3	3
2nd E's	28	13	4	9	36	5	10	4	2	1
2nd C's	33	8	2	6	10	5	10	3	2	1
3rd E's	19	17	4	13	32	10	13	4	1	1
3rd C's	20	24	4	20	21	11	13	4	1	1
4th E's	17	10	5	5	34	11	16	6	3	0
4th C's	17	15	5	10	19	14	19	5	3	0
5th E's	3	8	1	7	18	8	10	3	1	0
5th C's	7	3	2	1	27	6	11	3	1	0
6th E's	22	17	3	14	35	15	23	6	1	0
6th C's	23	10	2	7	46	20	26	6	1	0
7th E's	32	18	7	11	23	7	27	5	3	2
7th C's	34	16	7	12	40	16	40	9	7	2
Total E's	127	96	29	72	207	69	102	33	13	7
Total C's	144	88	27	63	204	95	131	36	18	7

E's and C's are the "experimentals" and "controls".
The data was collected from September, 1974 through May 1975.

TABLE 19

Composite of Pupil Behavior Analysis
Grades K - 7

	Experimental	Control
Discipline Referrals	127	144
Clinic Referrals	96	88
Went Home	29	27
Returned to Class	72	63
Absent	207	204
Tardy to School	69	95
Tardy to Class	102	131
Referred to Pupil Personnel Committee	33	36
Referred to the Visiting Teacher	13	18
Referred to Psychological Services	7	7
Total	755	813

The composite data came from Tables 8 - 15.

The data was collected from September, 1974 through May, 1975.

TABLE 20

School/Pupil Behavior Analysis
All Students in K-7 Grades

	1973-74	1974-75	Difference
Discipline Referrals	1455	571	-884
Clinic Referrals	1658	1405	-253
Absentees	7908	6702	-201
Tardy to School	1832	1492	-340
Tardy to Class	1938	1466	-472
Referred to Pupil Personnel Committee	37	169	+132
Referred to the Visiting Teacher	62	92	+ 30
Referred to Psychological Services	18	24	+ 6
Total	14,908	11,921	-2987

Fink Interaction Analysis System

The Fink Interaction Analysis System was administered to the faculty of Herbert Marcus Elementary School. The purpose of the study was to determine the types of teacher behavior exhibited in the classroom for a 15 minute period.

The observation of teacher behavior were recorded on an observation sheet which was divided into 20 second intervals. The teacher was observed for 20 second intervals, followed by a 20 second recording time.

Categories used were the following: approval of academic behavior, approval of social behavior, disapproval of academic behavior, disapproval of social behavior, approval error, both academic and social and disapproval error, both academic and social.

The teachers were given the pre test in October, 1974 and the post test in May of 1975 by Dr. Micky Brown from East Texas State University.

A detailed description of the Fink Analysis follows along with actual samples in Appendix C. Table 21 displays the results of the pre- and post- Fink Analysis.

Explanation of The Fink Interaction Analysis System (Reward and Punishment Schedule)

The Fink Interaction Analysis System was created by Albert H. Fink from The Center for Educational Research and Development for Handicapped Children at Indiana University.

A description of The Fink Interaction Analysis System follows.

The direct observation of classroom behavior has been viewed, historically, as a vital technique for the understanding of the learning process (Medley & Mitzel, 1963). Many systems for the study of that behavior has been developed and have utilized diverse theoretical approaches.

In the regular classroom, the determination of these objectives has been conceived generally in terms of academic objectives. The role of the teacher in such a process is one of organizing the classroom technology in what may be considered a superior subordinate role relationship and to guide pupils to that objective.

School experience, per se, is assigned a key role in the educational-treatment process. The character of that experience is not traditional, however, but is designed to improve the functional capacity of the child as well as meeting specific educational needs (Hirschberg, 1953).

While the curriculum exerts an important influence upon the child it may be the "quality of the encounter", however, which ultimately determines its effect upon the child. The teacher is seen as representing the essence of that encounter and a dominant influence in the exchange.

The interaction of teacher and pupil becomes a dynamic interchange which deals consciously and deliberately with those variegated aspects of the human process not encompassed nor which can be adequately conceptualized within a model limited to the cognitive experience or by practice which is constrained by traditional objectives.

The basic assumptions of the Fink Interaction Analysis System were derived from the nature of a special class for the emotionally handicapped conceived within a psycho-educational framework. The assumptions were that in classes for the emotionally handicapped "meaningful" behaviors are: (1) verbal and non-verbal, (2) task and non-task, (3) teacher and pupil initiated. These statements can be explicit or implicit and oriented to the future or present.

Pupil Categories

Pupil non-task activities are considered along a number of dimensions. These include, first, the non-aggressive acts contained within Self Involvement as well as generalized verbal and physical interaction. Aggressive acts are characterized in four ways: Verbal Aggression, Physical Aggression, Generalized Distrubing and Refusal/Resistive. Verbal and Physical Interaction and Aggression are further subdivided according to whether the behavior is directed towards Self, Peer, or Teacher.

Method of Observation

A major decision necessary in the formulation of procedures for observing and recording behavior concerns the nature of the observation to be recorded. Flanders (1965), for example, determines that only one behavior, that of teacher or pupil, is recorded at each interval. No pupil activity is assumed to be "recordable" while teacher statements are uttered, or conversely, while pupils talk no teacher activity is coded.

If, however, teacher-pupil interaction is the subject of investigation and if, in particular, it is determined that interaction behaviors are both verbal and non-verbal, it would not be necessary to take into account the fact that when teachers "behave" pupils also "behave".

The Fink analysis is administered with some similarity with the Flanders system. Flanders (1965), for example, determines that only one behavior, that of the teacher or pupil, is recorded at each interval. No pupil activity is assumed to be "recordable" while teacher statements are uttered, or conversely, while pupils talk no teacher activity is coded.

The Fink observes both the teacher and pupil behavior, that is, the behavior with which the teacher interacts, and are recorded at each observation interval.

Categories of the Fink used are: approval of academic behavior, approval of social behavior, disapproval of academic behavior, disapproval of social behavior, approval error, both academic and social and a disapproval error, both academic and social.

The Fink determines the types of teacher behavior exhibited in the classroom for a fifteen minute period. The observation of the teacher behavior is recorded on an observation sheet which is divided into 20 second intervals, followed by a 20 second recording time.

Teacher Categories

The teacher categories are first dichotomized as to their task and non-task nature. Three task categories are defined. Each reflects a different process of involving students in task activities: unilaterial direction giving, induced student participation and feedback.

Teacher non-task, or control categories, are viewed as having five dimensions. One is a covert response set, four are overt response sets. One additional category is reserved for "no interaction".

The covert response set comprises one category, "Planned Ignoring", which is viewed as a positive control technique. The first of the four overt response groups of categories is seen as a series of verbal control actions on an authoritative-interpretive continuum. Thus, at one extreme, the category "Authoritative" represents verbal interpretation that limits pupil participation. It represents teacher behavior that is commanding, rationalizing, critical. At the other extreme, the category "Casual" reflects verbal interaction which actively engages the student in the consideration and solution of a problem. Commonly this means the use of lifespace interview techniques.

The second group of overt response categories is designed for behavior which involves physical or spatial manipulation of students or their surroundings. This includes exclusion of students from class, the use of "quiet rooms", internal physical or personal rearrangement of students in relation to each other or the teacher, or the teacher's own manipulations, such as words, smiles, gestures. Lower order incentives used for control of deviant behavior are tallied in the Reward and Punishment categories.

		Teacher Categories
Learning Task (social and academic learning)		1. GIVING: Task directions, clarification of task, communication of facts or concepts. 2. ASKING: teacher behavior directed at involving students in learning tasks, asking questions (not rhetorical questions) or asking for responses, either verbal or motoric. 3. FEEDBACK: any indication by the teacher of the correctness or incorrectness of responses.
Control Behavior	Covert Response	4. PLANNED IGNORING: deliberate ignoring of non-task behavior as a means of control; may require assumption by observer that teacher knows behavior is occurring and is being ignored. Note that planned ignoring may not necessarily result in extinction of behavior.
	Verbal Interpretive Overt Response	5. AUTHORITATIVE: efforts to change behavior by using commands, criticism, verbal attack, rationalization. 6. CHANGE TONE: the use of humor, "joshing" and the like, to effect behavior change. 7. APPEAL TO VALUE/LAW: include here both appeals to values ("You guys know better than that.") as well as appeals to established rules ("Free time doesn't begin until eleven o'clock.")

Teacher Categories - Continued

Control Behavior - Continued	Verbal Interpretive Overt Response continued	8. SURFACE BEHAVIOR RESPONSE: deals with behavior at surface level; for example, "I know you guys have had a rough day, but let's get down to work."
		9. CAUSAL: effort by teacher to get students to think about or understand the nature of behavior. This includes the use of lifespace interview techniques.
	Manipulation of Space-Person	10. EXCLUSION: include here exclusions with or without force, using verbal or physical means.
		11. INTERNAL REARRANGEMENT: regrouping of physical aspects of room (moving desks); having a student sit near teacher or work by himself; teacher establishing herself in a different part of the room.
		12. VISUAL/GESTURAL: efforts at control by means of nods, smiles, stares hand movements, etc.
	Manipulation of Incentive	13. REWARD: use of reward, future or present, and implied reward.
		14. PUNISHMENT: use of punishment, future or present, and implied punishment.
	Manipulation of Task	15. MANIPULATION OF TASK: change, reduce or refocus on task.
		16. NO INTERACTION: teacher working at desk, for example.

Pupil Categories

1. TASK:	include here all task oriented responses of the student (social or academic learning).
2. SELF INVOLVEMENT:	include here all behavior in which student stares into space, daydreams, and manipulates objects (playing with clothes, with self, chewing gum, playing with pencil in hand, etc.). No aggressive intent inferred.
3. VERBAL INTERACTION/SELF:	muttering to self, answers teacher when not supposed to, interrupts another student, talks out of turn, etc. Do not include working out loud. No aggressive intent inferred. Specify whether interaction is with self, peers, or teacher.
4. VERBAL INTERACTION/PEER:	
5. VERBAL INTERACTION/TEACHER:	
6. PHYSICAL INTERACTION/SELF:	moves around in class; joins one or more peers in activity; puts arm around teacher. No aggressive intent inferred. Specify whether with self (wandering), peers, with teacher.
7. PHYSICAL INTERACTION/PEER:	
8. PHYSICAL INTERACTION/TEACHER:	
9. VERBAL AGGRESSION/SELF:	insulting or abusive statements, swearing, yelling, whistling. Specify whether to by self, peers, or teacher.
10. VERBAL AGGRESSION/PEER:	
11. VERBAL AGGRESSION/TEACHER:	

Pupil Categories - continued

12.	PHYSICAL AGGRESSION/SELF:	overt physical attack, punching, kicking, hitting, spitting, throwin a book at someone. Specify whether to or by self, peers, or teacher.
13.	PHYSICAL AGGRESSION/PEER:	
14.	PHYSICAL AGRESSION/TEACHER:	
15.	GENERALIZED DISTURBING:	slamming a desk, clapping, whistling, rattling or tearing papers, tapping feet, if not an integral part of a task.
16.	REFUSAL/RESISTIVE:	pupil resistance, ranging from whining, manipulative behavior to flat refusal.

The purpose of this observation schedule was to obtain an accurate record of the frequency with which the teacher deliberately provides the child with a rewarding or punishing experience. The concept of reward and punishment used here is a broad one. It has two aspects. First it refers to the emotional consequences of a teacher's act--whether or not it results in positive or negative feelings experienced by the child. Second it refers to the child's sense of self-adequacy--the extent to which a teacher causes a child to feel proud or inadequate. The schedule consists of eleven categories (seven positive and four negative) which represent different kinds of experience created by the teacher when he/she responds to the child.

The observer makes a tally on the record form under the name of the child involved and opposite the correct RAPS category every time that the teacher interacts with a child in a way that seems certain to induce positive or negative feelings in the child and could have an affect on the child's sense of self-esteem or feelings of adequacy. Not all acts of communication between teacher and child should be recorded since many interchanges are purely instructional, informational, casual or pertain to routine classroom management. Only those interchanges that the observer feels are intended by the teacher to affect a child's feelings or reflect the teacher's clear sense of approval or disapproval should be tallied.

1. Physical Contact-Postive. Any physical contact that denotes approval, support, or comforting. Examples: Pat on back, arm around shoulders, shaking hands.

2. Special Duties. Asking child to perform chore, errand, job usually as reward for approved behavior. Usually announced in front of class, children indicate they want to be chosen. Examples: Erasing boards, notes to office, Collecting papers.
   Note: Do not classify regularly assigned duties, or choosing a convenient child (e.g. child nearest to office), or routine assignment for which there is not preceding behavior that is to be

rewarded.

3. Humor. Gentle kidding, making fun. When child obviously shares the joke and demonstrates positive affect. Effect may draw attention of rest of class to child in positive manner.
Examples: Exaggerated criticism that conveys approval (not sarcasm).

4. Praise and Recognition. All forms of verbal reward as well as awarding symbols or tokens of approval that are intended to make the child feel good and communicate the teacher's positive feelings about the child. Praise and compliments about school work, conduct, personal appearance, non-academic performance, products (like art work), possessions, home and family.
Examples: "Very good." "That is wonderful." Calling attention of class to a child's work, behavior, dress in positive vein. Showing approval of by token rewards such as stars, name on honor list, etc. Putting a child's paper on board, allowing a child to be first in line or other privileges.

5. Encouragement. Verbal support of child's efforts. Telling child he's on right track, reassuring child when he's made a mistake. The intent must be essentially motivational. "That's a good try, now try again." "It's not easy, is it? But you can do it."

6. Positive Feedback. The purpose of positive feedback is to indicate to the child that his response was adequate, acceptable or correct, involving little or no communication of feeling.

7. Giving Individual Direction or Help. May be teacher-initiated or student initiated. Directed assistance to child in carrying out a task of coping with a situation. If child's request for help is denied, classify as 11.

8. Chiding. Verbal managerial comments with a negative tone. Commands, reminders, usually brief, directed at child's behavior. Threats.
Examples: Sit down! Stop that! You stay after school.

9. Verbal Derogation. Any directed personal criti-

cism of a negative sort. Both conveys the T's negative feelings about the child and focuses on characteristics of child that are derogated, ridiculed, held up for contempt, etc. Statements are usually elaborate.

10. Physical Punishment. Includes rough physical handling to move child.

11. Withholding Privileges. Denying requests, removal, sending out of room, preventing child from going to recess, staying after school, not permitting child to get material wanted for free activity.

TABLE 21

The Fink Interaction Analysis System
Administered To The Herbert Marcus Faculty

Categories	Pre Test (%)	Post Test %
A A	13.3	16.3
A S	3.9	.7
D A	1.1	3.0
D S	9.4	11.9
E A	.5	.7
E S	.00	.7
E A	2.4	.0
E S	4.4	.0

Data comes from The Fink Observation Sheets, Appendix D.
The Pre and Post Tests were given in October, 1974 and May, 1975.

Herbert Marcus Elementary School Philosophy of Discipline

The Herbert Marcus Elementary School Philosophy of Discipline listed in Appendix D was a by-product of this practicul which was not anticipated in the proposal.

The Spirit and Guidelines of The Herbert Marcus Elementary School

The Spirit and Guidelines of The Herbert Marcus Elementary School were developed starting in October, 1974 and printed for distribution in April, 1975. This is listed in Appendix E. The guideline was another by-product not anticipated at the conception of this practicum.

Discipline Alternative Approaches

Discipline alternative approaches were collected, studied, utilized, recorded and tabulated starting in September, 1974 through May, 1975 by the teachers and the principal. Alternative approaches used are described as follows with tabulation of the most used in Tables 22 and 23.

Discipline Alternatives

1. DEMERIT SYSTEM

Demerit points are assessed for various violations according to a published schedule, with specified totals earning various punishments (e.g., detention hall). Sometimes good behavior can reduce determits.

2. RESTRICTED ACADEMIC SERVICES ROOMS

This room is designed to allow on-campus suspenstion. Students remain on the campus, in a location designated for them, with an adult supervisor who oversees their work. The students receive assignments from their teachers and work on those assignments while in the Academic Services Room. Counseling is provided on a regular basis.

3. COUNSELING METHODS

Group and/or individual counseling of both a problem preventing and problem-solving nature is provided all students. In some circumstances, peer counseling has proved effective.

4. WITHDRAWAL OF PRIVILEGES

Participation in a variety of school-associated activities is a privilege. Students may be forbidden to participate in extracurricular activities, clubs, sports, etc., for varying periods.

5. PARENT CONFERENCES

Parent conferences are held with parents of students who seem to be having difficulties. These conferences may be called by the parents, the principal, or the teacher.

6. BUDDY SYSTEMS

The principal may utilize an older or more successful student to serve as a special guide, model, and counselor to a student with a behavior problem. Sometimes the problem student himself is encouraged in his performance by being designated as a "buddy" to some younger student.

7. CONTRACTS

Many students respond positively by ceasing disruptive behavior as part of a contract negotiated with teachers or administrators.

8. ADOPTION BY A TEACHER

Troublesome students sometimes feel that no one knows or cares about them. A teacher who seems to get on well with the student may "adopt" him as a special concern, getting personally friendly with him, asking him to check in several times daily. This simple device has resolved many "behavior" problems.

9. STAFF-PERSONNEL COMMITTEE

The Staff-Personnel Committee meets regularly with the teachers of students who are referred to the Committee in a cooperative effort to identify and solve the students' problems. Teachers, principal, school nurse, visiting teacher, and school psychologist serve on this committee, with varied representation according to the students' and schools' needs.

10. WORKING TO MAKE AMENDS

Defacing or damaging school property is often handled by allowing the student to repair the damage caused, or make some useful work contribution to school property or operation. Sometimes this is offered as an option to detention.

11. IN-BUILDING THIRD PARTY HEARING

In cases where the student and/or parents are not satisfied with the response of a member of the school staff, they may request that another member of the staff hear the case before a decision is made.

12. REFERRAL FOR IN-DISTRICT PROFESSIONAL HELP

The District provides a variety of professional experts who may be called on by principal -- visiting teacher, school psychologist, and specialists in learning disabilities through Research and Evaluation Center for Learning (RECL).

13. REFERRAL FOR COMMUNITY PROFESSIONAL HELP

The Principal often recognizes that student misbehavior may express basic unmet needs. A variety of community agencies serving youth may be called in by principals: these include Big Brothers, Salesmanship Boys Camp, Girls Adventure Trails, Dallas Child Guidance Clinic, etc.

14. STUDENT-DETERMINED PUNISHMENT

Many students respond positively to involvement in the selection of their own punishment for offenses they have committed.

15. ASSIGNMENT TO LEADERSHIP POSITION

The principal may elicit positive cooperation from students by placing them in leadership roles -- student office assistant, etc.

16. HOME VISITS

Visits by members of the school staff to the homes of the students who are having problems often result in increased understanding by school staff and parents of the nature of the students' problems and, therefore, more successful solutions to those problems.

17. SPECIAL SCHEDULE

Making scheduling adjustments for students who seem to need such changes often results in positive changes in the student's behavior as his unique needs are more adequately met.

18. STUDENT-ADJUSTED SCHEDULING

Many students respond favorably to having the responsibility for making and adhering to their own schedules.

19. PARENT VOLUNTEER PROGRAMS

When made aware of problems surfacing in their local school building, parents individually or as members of parent groups often volunteer to assist at school. The presence of parents discourages acts by students which may become discipline problems.

Other Discipline Alternative Approaches

Other alternative approaches teachers used for dealing with student discipline problems, without resorting to corporal punishment or suspension:

1. School sponsored activities both before and after school decrease student discipline problems.

2. Strong feeling of pride and loyalty to the school decreases problems.

3. Principal talks to students by grade level and sex decrease disciplinary problems.

4. Each six-week period, the K-7th graders receive group guidance from the principal.

5. Reinforcement of positive behavior is utilized by the principal daily via Public Address System.

6. Sign-in - Sign-out program for truant and class-cutters. They sign in in the mornings and sign out when leaving. All teachers sign a form to indicate that the student was in attendance.

7. Tutoring has helped cut down on disciplinary problems, usually the trouble makers are used as tutors.

8. Clean-up students are used to clean areas in lieu of punishment.

9. Removal from class - where problem is with one class only.

10. Teacher detention - before or after school.

11. Pupil, parent, teacher, principal, visiting teacher conference.

12. Reward system - positive reinforcement fo [illegible] forming appropriately, a merit system.

13. A student affairs committee to handle student problems.

14. Instituted a strong visiting teacher program. Teachers and counselors work together dealing with behavior, attendance, attitudes, etc.

15. Encouraging another teacher to become more con-

cerned about individual students. Call them at home when absent, talk to them on conference periods, etc.

16. Use of the Guidance Center and Youth Action Center.

17. The Visiting Teacher makes home contact when it is impossible for the school to contact parents and students.

18. Contact parents and allow them to administer punishment.

19. Administrators eat lunch with troubled students.

20. Teachers eat lunch with troubled students.

21. Telephone contacts with parents.

22. Student Incentive Program - Small groups of problem students meet once or twice a week with a professional football player assigned to our school.

23. Referral for psychological testing.

24. Remediation by tutoring.

25. Extra work - students perform extra work assignment. Either by cleaning certain areas of the building or doing extra instructional assignments.

26. Class decides on unacceptable behavior in class. Class elected a committee to decide on the punishment for unacceptable behavior. Class accepted or revised committee recommendations. List was printed. Each class member signed contract agreeing to abide by published rules and accept punishment as posted if guilty. Teacher was to be judge.

27. Period by period sign-in sheets for attendance problems.

28. Daily contact for students absent from school.

29. A one day "grounding" of a student based upon guidance and counseling techniques. It is used exclusively in lieu of corporal punishment.

30. A three day "grounding" of students based upon guidance and counseling techniques. In this program, a highly structured academic program is adhered to in order to help students keep cur-

ent in the instructional requirements.

31. (Blacktop Privileges Suspended) - This program prevents students from inciting problems after eating in the cafeteria. Only those who have abused and who present a threat to racial or cultural pluralism balance are seated at the "Reserved Table".

32. I have made "Parent Conferences" a top priority. One of the features of the conference is to give the parents a tour of the building and an explanation of our programs, counseling, etc. This has helped to put many rumors to rest -- excellent PR project.

33. Time-Out: Improper classroom conduct results in the child being placed in an isolated section of the room for specified amount of time. During this time the rest of the class proceeds without him as though he were not present.

34. Informal Conferences with teachers: Teachers set up a part of conference period for informal visits with students and/or parents. ("Getting to know

you "type of thing.)

35. Teachers to attend extra curricular activities to establish good rapport.

Other Discipline Alternative Approaches

Several members of the Herbert Marcus faculty utilized a procedure developed by William Glasser (Dallas Association for Children with Learning Disabilities).

The order of the steps relates to the increasing seventy of the problem. The teacher applying these steps would try the next higher step only if the previous one(s) didn't work. To further explain, think of a particular "problem child" in your room as you read about Tommy!

.What you are doing clearly is not working! Jot down what you DO when Tommy upsets you. Think through the actual pattern of efforts you are making to help him right now. For the next four weeks, REFRAIN from doing anything on your list.

.No matter how disruptive Tommy is, don't remind him that this is repetitive behavior. Instead, comment on any positive aspect of his work or behavior. If you start fresh with him tomorrow and each day for the next month, you may be pleasantly surprised.

.It doesn't have to be much: "Good to see you, Tommy." A brief greeting can be amazingly effective each day, given lightly but with warmth. Errands to the office, peer assistance -- any number of tasks can give Tommy the idea: he has value in your class.

.When the inevitable disruption does come up, calmly get facts from Tommy and place the responsibility with him. Make corrections and, if accepted, that ends it. Don't overtalk or moralize. Your calm voice (different from the yelling and screaming one on your no-no list!) can suggest confidence in him and also belittle the importance of his disruption.

.When flagrant violation of rules is involved, talk with Tommy (it may be a one-sided conversation) until he sees his evasion and can plan to follow some rule should the same problem come up again. This step may take ALL your patience, but he has experienced some success in the previous steps. He will eventually run out of rationalizations, and be free to make the plan you are suggesting. His plan is his future internal guide for the same circumstance.

.Following a playground episode with other children: "Tell you what, Tom, why don't we take some time and maybe talk this over? You're not having too much fun and I think I can help." You've started a conference! Tommy may be leery at first, believing that a conference just delays his ultimate punishment. When you and he have talked through a plan for getting along in the future, you may want to have Tommy put it in writing. This may reinforce within Tom his own power to make and stick by his plan which has earned your approval.

.A separate quiet enrichment place of his (NOT a dunce corner or a punishment spot) may succeed with Tom and others, as well. Books, puzzles, coloring materials, and quiet games might be left available. Isolation has a way of making class routine look more attractive. It also provides distance needed for him to observe the way other kids interact in acceptable ways. Be willing to re-seat Tom with the group but don't hurry him. Count on the fact that he probably knows best what he can and can't handle.

.Complete removal from class may be needed at times. You've put up with a lot, you've bent over backwards, but now you've had it! "Tommy, go to the office and take a rest." Hopefully, your principal can provide a non-punitive area which is comfortable and hassle-free. When he or a counselor can talk with Tom, it is important for Tom to state why he was sent. His report may take a while to reconcile with the accompanying note from you, but -- when the two tally -- the make-a-plan phase for getting back to class can begin. The whole scheme is aimed at reducing his alternatives to class-and-behave or outside-and-miss-things.

.If the office rest spot can't meet the mood Tom is in, he must be sent home. Put him on a "tolerance day." This means he comes to school in the morning and stays through step nine. Perhaps you and the principal could make a graph to show his daily progress in tolerating more of school.

.Last resort is the agency or juvenile home when the court becomes involved. Some few children need this jolt to permit them to make the internal plans they alone must make toward personal operation.

TABLE 22

DISCIPLINE ALTERNATIVE USE

Extent to Which Teachers Used Alternative Approaches
To Discipline in Their Classes
(Approaches Explained in Appendix G)

	APPROACH	NEVER	SELDOM	OFTEN	VERY OFTEN
1.	Demerit System	16	6	3	
2.	Restricted Academic Rooms	3	7	9	6
3.	Counseling Methods	1		6	19
4.	Withdrawal of Privileges	2	9	12	2
5.	Parent Conferences			3	22
6.	Buddy Systems	3	13	8	1
7.	Contracts	3	10	10	2
8.	Adoption By A Teacher	4	15	6	
9.	Staff-Personnel Committee		3	10	
10.	Working To Make Amends		9	12	4
11.	In-Building Third Party Hearing	3	14	8	
12.	Referrral For In-District Professional Help		4	14	7
13.	Referral For Community Professional Help	2	10	10	3
14.	Student-Determined Punishment	3	9	6	7
15.	Assignment To Leadership Position	1	13	11	
16.	Home Visits	3	9	10	30
17.	Special Schedule		9	13	3
18.	Scheduling Student-Adjusted	7	11	6	1
19.	Parent Volunteer Programs	5	14	1	5
20.	Removal From Class	7	7	8	3

TABLE 23

DISCIPLINE ALTERNATIVES EFFECTIVENESS AND IMPORTANCE

The Teachers' rating of both the degree of effectiveness and the estimated level of importance for each of the alternative approaches. A rating scale of 1-5, with 5 being the highest rating was used.

	APPROACH	DEGREE OF EFFECTIVENESS		LEVEL OF IMPORTANCE	
		Number of Teachers	Rating	Number of Teachers	Rating
1.	Demerit System	10	1	22	1
		2	2	1	2
		2	3	1	3
		1	4	1	4
			5		
2.	Restricted Academic Service Rooms	6	1	2	1
		4	2	5	2
		4	3	4	3
		5	4	7	4
		6	5	7	5
3.	Counseling Methods	1	2	2	3
		4	3	3	4
		11	4	15	5
		9	5		
4.	Withdrawal of Privileges	2	1	2	1
		7	2	7	2
		8	3	8	3
		3	4	3	4
		5	5	5	5
5.	Parent Conferences	1	2	1	3
		6	3	2	4
		6	4	22	5
		12	5		

TABLE 23 Page Two

DISCIPLINE ALTERNATIVES EFFECTIVENESS AND IMPORTANCE

	APPROACH	DEGREE OF EFFECTIVENESS		LEVEL OF IMPORTANCE	
		Number of Teachers	Rating	Number of Teachers	Rating
6.	Buddy Systems	8	1	3	1
		5	2	9	2
		8	3	10	3
		3	4	2	4
		1	5	1	5
7.	Contracts	3	1	1	1
		0	2	2	2
		10	3	10	3
		10	4	10	4
		10	5	2	5
		2			
8	Adoption by a Teacher	2	1	2	1
		9	2	8	2
		10	3	11	4
		4	4	4	4
		0	5	0	5
9.	Staff-Personnel Committee	1	1	1	1
		3	2	2	2
		7	3	8	3
		7	4	3	4
		7	5	11	5
10.	Working to Make Amends	1	1	2	1
		10	2	7	2
		6	3	6	3
		4	4	5	4
		4	5	5	5
11.	In-Building Third Party Hearing	5	1	4	1
		4	2	6	2
		11	3	1	3
		2	4	7	4
		2	5	7	5

TABLE 23

Page Three

DISCIPLINE ALTERNATIVES EFFECTIVENESS AND IMPORTANCE

APPROACH	DEGREE OF EFFECTIVENESS		LEVEL OF IMPORTANCE	
	Number of Teachers	Rating	Number of Teachers	Rating
12. Referral for In-District Professional Help	2	2	1	1
	9	3	5	3
	9	4	8	4
	5	5	11	5
13. Referral for Community Professional Help	2	1	2	1
	9	2	6	2
	9	3	5	3
	4	4	11	4
	1	5	1	5
14. Student-Determined Punishment	5	1	4	1
	6	2	5	2
	9	3	9	3
	3	4	2	4
	2	5	4	5
15. Assignment to Leadership Position	5	1	3	1
	7	2	7	2
	9	3	10	3
	4	4	3	4
	0	5	2	5
16. Home Visits	0	1		
	2	2	0	1
	12	3	1	2
	9	4	2	3
	2	5	6	4
			16	5

TABLE 23 Page Four

DISCIPLINE ALTERNATIVES EFFECTIVENESS AND IMPORTANCE

	APPROACH	DEGREE OF EFFECTIVENESS		LEVEL OF IMPORTANCE	
		Number of Teachers	Rating	Number of Teachers	Rating
17.	Special Schedule	0	1	0	1
		3	2	3	2
		11	3	9	3
		10	4	10	4
		1	5	3	5
18.	Student-Adjusted Scheduling	11	1	7	1
		5	2	6	2
		5	3	4	3
		4	4	6	4
		0	5	2	5
19.	Parent Volunteer Programs	7	1	3	1
		6	2	4	2
		7	3	5	3
		5	4	2	4
		0	5	11	5

Bibliography

The Bibliography was collected and compiled by the staff and principal starting in September, 1974 through May, 1975. From the voluminous amount of reference materials, 27 were chosen to be included in an annotated bibliography.

ANALYSIS OF DATA

Staff Development Sessions including The Pre and Post Questionaires

The faculty was administered a pre test (Appendix A) and a post test (Appendix B) to begin and end the staff development sessions.

Table 1 lists 50 pre and post tabulation of responses from the questionaire regarding meeting student needs. From Table 1, items 1, 2, 3, 4 and 21, were selected to draw a representative analysis: item 1 refers to the extent the teacher feels capable to identify the academic needs of an individual student; item 2 refers to the teacher knowing how to access the academic needs of an individual student; item 3 refers to how well the teacher is able to determine the strengths and weakness of an individual student; item 4 refers to how well the teacher knows how to put together a realistic educational plan of action designed to meet the need of the student; and item 21 asks the question if the teacher knows how to create and maintain a positive open learning environment.

The items referred to above show there was a growth in awareness of the teachers from the pre to the post testing which indicated most teachers grew from "minimal" and "sometimes" to "frequently" and "maximal". Substantial growth is clearly indicated.

The pre and post testing of The Herbert Marcus School staff revealed that additional study was needed to assist the teachers in how to interpret standardized achievement scores; choose appropriate materials for individualizing instruction for a student; and control the kinds of sensory impact for a student.

Table 2 lists 15 pre and post tabulation responses from the questionaire regarding classroom management. From Table 2, items 24, 26, 27, and 35 were selected to draw a representative analysis: item 24 refers to how well the teacher knew how to deal with their classes in a positive manner; item 26 indicates how well the teacher knew how to deal positively with student verbal off-task behavior, item 27 indicates if the teacher knows how to encourage student on-task behavior from a positive attitude, and item 35 indicates if the teacher was aware how his/her behavior (verbal and non-verbal) affected the class(es).

The items referred to above show there was a growth in awareness by the teacher from the pre to post testing which indicated most teachers grew from "minimal" and "sometimes" to "frequently" and "maximal". Again substantial growth was indicated upward in this category.

Table 3 is a composite of the faculty's pre and post responses indicating their self-growth as a result of staff development. There was a substantial degree of growth in each category from "minimal" to "sometimes" to "frequently" to "maximal". The pre test listed 511 responses to the post test responses of 460 in the categories of "minimal" and "sometimes". The pre test listed 774 responses to 1108 post test responses indicating a very substantial growth as a result of staff development. Educational significance is indicated here regarding the degrees of growth resulting from the staff development sessions.

Iowa Tests of Basic Skills

The Iowa Tests of Basic Skills raw score gaines (described in Appendix B) for the "experimentals" and "controls" are recorded in Tables 4-10 by grade levels.

Table 10 records the raw score gains by grade level with the statistical significance charted by the use of the Mann-Whitney U Test. The N_1 group represents the ITBS pre test and N_2 represents the ITBS post test. Table 10 reveals that there is no statistical significance in academic gains in grades 2, 5, 6, 7 and the vocabulary and math sub tests in grades 3 and 4. There was statistical significance of pupil achievement in grades 3 and 4 on subtests reading ($P<.025$), language ($P<.01$), word study skills ($P<.01$ and the composite ($P<.01$).

Pupil Behavior Analysis

Table 19, a composite of Tables 11-18, records the referrals of the "experimentals" and "controls" by grade level.

Discipline referrals were 127 for the "experimentals" to 144 for the "controls." Clinic referrals was 12 more for the "experimentals." Absentees were very similar for both the "experimentals" and the "controls." The "experimentals" had 69 tardies to school and 102 tardies to class with the "controls" having more tardies to school (95) and more tardies to class (131). There was little or no significance between the "experimentals" and the "controls" in the referrals to the pupil personnel committee, the visiting teacher, or the associate psychologist. Emphasis in staff development sessions was made to reduce the number of discipline referrals, give more attention to clinic referrals, finding reasons for absenteeism and reducing tardiness to school and class. Table 19 shows educational significance in that the "experimentals" (755) had 58 fewer referrals than the "controls" (813).

School/Pupil Behavior

Table 20 indicates there were significantly (2,987) fewer student referrals at Herbert Marcus during 1974-75 than in 1973-74. In the opinion of the author, this difference is attributable to the emphasis on reducing discipline problem through the staff development sessions.

Fink Interaction Analysis System

As noted in Table 21, The Fink Interaction Analysis System, teacher approval of academic behavior increased while approval of social behavior decreased and disapproval of social behavior increased.

Although not all variables were controlled, it is believed that this change in behavior can be attributed to the staff development sessions.

Discipline Alternative Approaches

Alternative discipline approaches used are described in the Collection of Data section. Tabulation of the extent to which teachers used alternative approaches to discipline in their classes was recorded on Never, Seldom, Often, and Very Often in Table 22. Of the 20 approaches listed, counseling methods, staff personnel committee, and parent conferences were the most often used.

Table 23 indicated the approaches to be most effective were student-adjusted scheduling, a parent volunteer program, parent conferences, and a demerit sytem. These approaches rated most important were a demerit system, student-adjusted scheduling, and a buddy system.

The Herbert Marcus Elementary School Philosophy of discipline was compiled in May, 1975 (a by-product of this practicum) was not tested, but teacher and the PTA Executive Board reactions were very favorable. This project will be further developed in 1975-76.

The Spirit and Guidelines of The Herbert Marcus Elementary School received very favorable comments from teachers, students, parents and DISD Administrators. These guidelines were considered educationally significant based upon favorable responses from parents, students and the staff. The Bibliography was considered helpful by the staff in their studies during staff development.

ASCERTAINING THE REQUIRED INPUTS

The required inputs for the Maxi II practicum are listed as follows:

1. Human Efforts

Man Hours -- Estimate		Hours	Days
1.1.	Principal	1,500	225
1.2.	Teachers	27,000	180
1.3.	Teacher aides	4,320	180
1.4.	Custodian	50	180
1.5.	All available District personnel	160	20
1.6.	Total Man Hours and Man Days of Work	33,030	815

2. Cost

2.1.	Materials and supplies	$901.00
2.2	Facilities cost	None
2.3.	Man Days of Work Cost	None

Since this practicum was implemented in connection with the job of each professional and paraprofessional participant, there was a no dollar cost. Because the writer is enrolled in the National Ed.D. Program for Educational Leaders with Nova University, he contributed extra time and cost needed.

3. Time

The practicum proposal for this Maxi II is for one academic year which began August 12, 1974, and ended May 30, 1975.

PROBLEMS ENCOUNTERED

The Maxi II Practicum progressed very well as outlined in the proposal. (The biggest problem was for the principal to give enough attention regarding this practicum due to so many other pressing school problems which developed during the school year which needed attention.)

The practicum developed into added emphasis when the principal was selected to serve on a special DISD Discipline Task Force. The Task Force relied heavily on the principal and the study that was in progress at the Marcus school.

Because of the emphasis being given the project and certain developments, two by-products (requiring additional work) came about. The staff and principal developed a philosophy of discipline for the school and had printed for distribution The Spirit and Guidelines of Herbert Marcus Elementary School with an unexpected cost.

SUMMARY AND CONCLUSIONS

The Herbert Marcus Elementary School staff was led in a needs assessment study which identified a need to develop a model for classroom management to provide alternatives in discipline which would enhance the learning environment with the school and would subsequently reduce the need for disciplinary actions.

Encompassed in the design for developing the model for classroom management provided by alternatives in discipline were the resources, the goals, the objectives, the staff development, the collection and analysis of data, and the criteria for evaluation.

Pre- and post- testing of the faculty self-growth indicated a significant increase in teacher awareness to cope with students identified as having disciplinary problems due to the competency based staff development program.

The Fink Analysis indicated that teacher approval of academic behavior had increased while approval of social behavior decreased and disapproval of social behavior increased.

Results from the Iowa Tests of Basic Skills indicated significant academic student progress as a factor in the reduction if disciplinary behavior.

The Pupil Behavior analysis indicated a reduction in referrals by the students idenified as having discipline problems. Analysis of school records indicated a very substantial reduction in disciplinary referrals during the year of the project.

Establishing a model for classroom management provided by alternatives in discipline through special training for teachers to create a more effective learning environment with children who are discipline problems which was found to be positive as evidenced by:

.greater gains on the Iowa Test of Basic Skills
.fewer disciplinary referrals to the office
.fewer clinic referrals
    .fewer went home
    .more returned to class
.fewer absentees
.fewer tardies to classes

.fewer referrals to the pupil personnel committee

.fewer referrals to the visiting teacher

.no significant change in the referrals to psychological services.

This practicum, a mainstreaming activity at The Herbert Marcus Elementary School, indicated that the alternative discipline approaches used were considered effective, important and produced positive change within the regular school program due to the staff development.

In the final analysis, the ideal approach to discipline is preventive -- the provision of a variety of educational alternative approaches and settings which will interest, challenge, and motivate the student. The school is working constantly to provide more relevant instructions and to enlarge the choices and alternatives available to each student. The staff and principal believes that a district-wide emphasis during staff development to provide alternative approaches to discipline may be an answer to the total discipline problem.

Nevertheless, there remains the need to deal with student behavior that threatens to disrupt the learning environment. As all are aware, corporal punishment and suspension are last-resort deterrent methods available to principals in dealing with severe student discipline problems.

The faculty and the principal worked very hard to deal with student misbehavior in more positive ways, using a variety of strategies and resource schemes in the classrooms. In particular, the faculty and the principal has a recourse to a number of methods and devices for dealing with student discipline problems which they employ before resorting to corporal punishment or school suspension.

APPENDIX A

Faculty Questionaire-Post Survey

Circle the rating that most describes your growth. Please be honest and DO NOT sign the questionaire.

1	2	3	4
minimal	sometimes	frequently	maximal
(0-25%)	50%	75%	(90-100%)

1. I have increased my ability to identify the academic needs of an individual student. 1 2 3 4

2. I have increased my ability to assess the academic needs of an individual student through the use of:

    a. classroom observation 1 2 3 4
    b. anecdotal record keeping 1 2 3 4
    c. standardized achievement testing 1 2 3 4
    d. informal assessment 1 2 3 4
    e. psychometric evaluation 1 2 3 4

3. I have increased my ability to determine the strengths and weaknesses of an individual student through the use of:

    a. classroom observation 1 2 3 4
    b. anecdotal record keeping 1 2 3 4
    c. standardized achievement testing 1 2 3 4
    d. informal assessment technique 1 2 3 4
    e. psychometric evaluation 1 2 3 4

4. I have increased my ability to put together a realistic educational plan of action designed to meet the needs of a student. 1 2 3 4

5. I have increased my ability to provide the following in a student's

educational plan:

a. appropriate materials 1 2 3 4
b. appropriate teaching methods 1 2 3 4
c. appropriate use of audio-visual materials 1 2 3 4
d. appropriately timed learning activities 1 2 3 4
e. appropriate life-like learning situations 1 2 3 4
f. appropriate teaching techniques (contracts, contingency, schedules, etc.) 1 2 3 4
g. provision for open, honest, non-judgmental student-teacher relationship 1 2 3 4

6. I have increased my ability to identify those students with "exceptional" emotional needs. 1 2 3 4

7. I have increased my ability to identify the student with "exceptional" emotional needs by:

a. being more cognizant of giving consideration of each behavior problem type (general maladjustjustment, withdrawal, agression, etc.) 1 2 3 4
b. comparing each child to the rest of the group 1 2 3 4
c. being aware of my own biases 1 2 3 4
d. observing each student in a variety of situations 1 2 3 4

8. I have increased my ability to identify a student's learning style. 1 2 3 4

9. I have increased my ability to use psychometric evaluation to assess a child's learning style. 1 2 3 4

10. I have increased my ability to use

observation of a student in a variety of situations to assess his learning style. 1 2 3 4

11. I have increased my ability to use student reaction to various sensory stimuli to assess his learning style. 1 2 3 4

12. I have increased my ability to use observation of student preferences to assess his learning style. 1 2 3 4

13. I have increased my ability to appropriately use support personnel:

    a. psychologist 1 2 3 4
    b. nurse 1 2 3 4
    c. resource teacher 1 2 3 4
    d. visiting teacher 1 2 3 4
    e. principal 1 2 3 4
    f. other faculty members 1 2 3 4
    g. speech therapists 1 2 3 4
    h. parents 1 2 3 4
    i. custodian 1 2 3 4
    j. teacher aides 1 2 3 4
    k. students 1 2 3 4

14. I feel better able to accept a *child's* learning style. 1 2 3 4

15. I have increased my ability to provide appropriate channels of sensory input for a student. 1 2 3 4

16. I have increased my ability to provide appropriate programming for a student. 1 2 3 4

17. I have increased my ability to deal with a student where he *is*. 1 2 3 4

18. I have increased my ability to relate effectively with a student. 1 2 3 4

19. I have increased my ability to give a student a sense of well being and worth. 1 2 3 4

20. I have increased my ability to help a student understand his/her stituation. 1 2 3 4

21. I have increased my ability to create and maintain a positive open learning environment. 1 2 3 4

22. I have increased my ability to set realistic goals for a student(s). 1 2 3 4

23. I have increased my ability to teach a student how to set realistic goals for himself. 1 2 3 4

24. I have increased my ability to deal with my classes in a positive manner. 1 2 3 4

25. I feel that positive verbal communication has increased in my room. 1 2 3 4

26. I feel better able to deal positively with student verbal off-task behavior. 1 2 3 4

27. I have increased my ability to encourage student on-task behavior from a positive attitude. 1 2 3 4

28. I have increased my ability to ignore inappropriate student behavior. 1 2 3 4

29. I have increased my ability to praise appropriate student behavior. 1 2 3 4

30. I have increased my ability to foster healthy peer relationships. 1 2 3 4

31. I have increased the rate with which I use positive reinforcement. 1 2 3 4

32. I have increased my ability to foster healthy student-teacher relationships. 1 2 3 4

33. I have increased my ability to recognize frustration levels in students

or group of students. 1 2 3 4

34. I have increased my awareness of the positive characteristics of groups of students. 1 2 3 4

35. I have increased my awareness of how my behavior (verbal and non-verbal) affects my class(es). 1 2 3 4

36. I have increased my ability to effectively establish a flexible workable physical classroom arrangement. 1 2 3 4

37. I have increased my ability to be honest about my feelings with my classes. 1 2 3 4

38. I have increased my ability to be open, warm, empathetic, transparent, genuine, fair, trustworthy, honest, "right-on" teacher. 1 2 3 4

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1 -23 Deals with meeting student needs.

24-38 Deals with classroom management.

APPENDIX B

Faculty Questionaire-Pre Survey

Circle the rating that most describes your growth.
Please be honest and DO NOT sign the questionaire.

1	2	3	4
minimal	sometimes	frequently	maximal
(0-25%)	50%	75%	(90-100%)

1. I know how to identify the academic needs of an individual student. 1 2 3 4

2. I know how to assess the academic needs of an individual student through the use of:

   a. classroom observation 1 2 3 4
   b. anecdotal record keeping 1 2 3 4
   c. standardized achievement testing 1 2 3 4
   d. informal assessment technique 1 2 3 4
   e. psychometric evaluation 1 2 3 4

3. I know how to determine the strengths and weaknesses of an individual student through the use of:

   a. classroom observation 1 2 3 4
   b. anecdotal record keeping 1 2 3 4
   c. standardized achievement testing 1 2 3 4
   d. informal assessment technique 1 2 3 4
   e. psychometric evaluation 1 2 3 4

4. I know how to put together a realistic educational plan of action designed to meet the needs of a student. 1 2 3 4

5. I know how to provide the following in a student's educational plan:

- a. appropriate material 1 2 3 4
- b. appropriate teaching methods 1 2 3 4
- c. appropriate use of audio-visual materials 1 2 3 4
- d. appropriately timed learning activities 1 2 3 4
- e. appropriate life-like learning situations 1 2 3 4
- f. appropriate teaching techniques (contracts, contingency schedule, etc.) 1 2 3 4
- g. provision for open, honest, non-judgmental student-teacher relationship 1 2 3 4

6. I know how to identify those students with "exceptional" emotional needs. 1 2 3 4

7. I know how to identify the student with "exceptional" emotional needs by:

   - a. being more cognizant of giving consideration of each behavior problem type (general maladjustment, withdrawal, aggression, etc.) 1 2 3 4
   - b. comparing each child to the rest of the group 1 2 3 4
   - c. being aware of my own biases 1 2 3 4
   - d. observing each student in a variety of situations 1 2 3 4

8. I know how to identify a student's learning style 1 2 3 4

9. I know how to use psychometric evaluation to assess a child's learning style. 1 2 3 4

10. I know how to use observation of a student in a variety of situations to assess his learning style. 1 2 3 4

11. I know how to use student reaction to various sensory stimuli to assess his learning style. 1 2 3 4

12. I know how to use observation of student preferences to assess his learning style. 1 2 3 4

13. I know how to appropriately use support personnel:

    a. psychologist 1 2 3 4
    b. nurse 1 2 3 4
    c. resource teacher 1 2 3 4
    d. visiting teacher 1 2 3 4
    e. principal 1 2 3 4
    f. other faculty members 1 2 3 4
    g. Speech therapists 1 2 3 4
    h. parents 1 2 3 4
    i. custodian 1 2 3 4
    j. teacher aides 1 2 3 4
    k. students 1 2 3 4

14. I know how to accept a child's learning style. 1 2 3 4

15. I know how to provide appropriate channels of sensory input for a student. 1 2 3 4

16. I know how to provide appropriate programming for a student. 1 2 3 4

17. I know how to deal with a student where he is. 1 2 3 4

18. I know how to relate effectively with a student. 1 2 3 4

19. I know how to give a student a sense of well being and worth. 1 2 3 4

20. I know how to help a student understand his/her situation. 1 2 3 4

21. I know how to create and maintain a positive, open learning environment. 1 2 3 4

22. I know how to set realistic goals for a student(s). 1 2 3 4

23. I know how to teach a student how to set realistic goals for himself. 1 2 3 4

24. I know how to deal with my classes in a positive manner. 1 2 3 4

25. I know how to express positive verbal communication in my room. 1 2 3 4

26. I know how to deal positively with student verbal off-task behavior. 1 2 3 4

27. I know how to encourage student on-task behavior from a positive attitude. 1 2 3 4

28. I know how to ignore inappropriate student behavior. 1 2 3 4

29. I know how to praise appropriate student behavior. 1 2 3 4

30. I know how to foster healthy peer relationships. 1 2 3 4

31. I know how to use positive reinforcement. 1 2 3 4

32. I know how to foster healthy student-teacher relationships. 1 2 3 4

33. I know how to recognize frustration levels in students or group of students. 1 2 3 4

34. I know how to identify the positive characteristics of groups of students. 1 2 3 4

35. I am aware of how my behavior (verbal and non-verbal) affects my class(es). 1 2 3 4

36. I know how to effectively establish a flexible workable physical classroom arrangement. 1 2 3 4

37. I know how to be honest about my feelings with my classes. 1 2 3 4

38. I know how to be open, warm, empathetic, transparent, genuine, fair, trustworthy, honest, "right-on" teacher. 1 2 3 4

APPENDIX C-1
FINK OBSERVATION SHEET

"SAMPLE"

erson Being Observed: Teacher "A" Classroom:

ate: 10/6/74 Time: 11:00 Grade: 3C

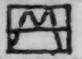
bserver: M. Brown POST

ymbols:

HILD:

On-Task

. Verbal Off-Task

Motor Off-Task


. Passive Off-Task

EACHER:

. Approval
$\boxed{A_A}$ (Academic)
$\boxed{A_S}$ (Social)

2. Disapproved
$\boxed{D_A}$ (Academic)
$\boxed{D_S}$ (Social)

. Approval Error
$\boxed{E_A}$ (Academic)
$\boxed{E_S}$ (Social)

. Disapproval Error
$\boxed{\textcircled{E}_A}$ (Academic)
$\boxed{\textcircled{E}_S}$ (Social)

. None-Above
☒

MINUTES	ACTIVITY	20	40	60	COMMENTS
1		☒	☒	$\textcircled{E}_s$	talking to group ask child to close door
2		A_s	D_s	A_s	praise to child child off task comforted child who lost some
3		☒	$\textcircled{E}_A$	D_s	group discussion all children not talking child out of seat
4		☒	D_s	☒	reading to children child in wrong seat continue to read to class
5		☒	☒	☒	" " " " reading group
6		☒	☒	☒	" "
7		☒	E_A	☒	" " no praise for group response reading
8		☒	$\textcircled{E}_s$	☒	reading to group child off task no response reading
9		☒	☒	☒	reading
10		☒	A_A	☒	right-to answer of question reading
11		☒	☒	☒	" "
12		A_A	$\textcircled{E}_A$	☒	asking child questions no praise asking child questions
13		A_s	☒	☒	smiled at children reading to children
14		D_s	☒	$\textcircled{E}_s$	child out of seat group discussion another child out of seat
15		A_A	☒	D_s	child walk in door and made remark

APPENDIX C-2
FINK OBSERVATION SHEET

"SAMPLE"

erson Being Observed: Teacher "A" Classroom:

ate: 5/6/75 Time: 10:05 Grade: 2-A

bserver: M. Brown Pre

ymbols:

HILD:
- On-Task /
- Verbal Off-Task V
- Motor Off-Task M
- Passive Off-Task ⊖

EACHER:
- Approval
  - A_A (Academic)
  - A_S (Social)
- Disapproved
  - D_A (Academic)
  - D_S (Social)
- Approval Error
  - E_A (Academic)
  - E_S (Social)
- Disapproval Error
  - Ⓔ$_A$ (Academic)
  - Ⓔ$_S$ (Social)
- None-Above ☒

MINUTES	ACTIVITY	20	40	60	COMMENTS
1		☒	☒	☒	giving children instructions telling them what to do
2		D_s	☒	☒	children under table
3		☒	☒	☒	continue to talk with children
4		D_s	☒	☒	child talked out - children trying to guess who is not there
5		☒	☒	☒	
6		☒	☒	☒	
7		D_s	E_s	☒	childrenplaying with string accused child who was not
8		D_s	☒	☒	ask child to be quiet
9		☒	☒	☒	children trying to guess who is missing
10		☒	☒	☒	
11		A_s	☒	☒	child guessed who was missing from room
12		☒	A_A	☒	talking to class - approval for making correct response
13		☒	☒	/	continue to play game (guessing) with children
14		D_s	☒	☒	ask child if knew who was out of seat. if he knew where he should be
15		☒	☒	☒	

APPENDIX C-3
FINK OBSERVATION SHEET
"SAMPLE"

erson Being Observed: Teacher "B" Classroom:

te: 10/6/74 Time: 12:10 Grade: 2B

bserver: M. Brown Pre

ymbols:

HILD:

- On-Task ⧄
- Verbal Off-Task ☐
- Motor Off-Task ☐
- Passive Off-Task ⊖

EACHER:

- Approval
  - A_A (Academic)
  - A_S (Social)
- Disapproved
  - D_A (Academic)
  - D_S (Social)
- Approval Error
  - E_A (Academic)
  - E_S (Social)
- Disapproval Error
  - $\textcircled{E}_A$ (Academic)
  - $\textcircled{E}_S$ (Social)
- None-Above ☒

MINUTES	ACTIVITY	20	40	60	COMMENTS
1		☒	☒	☒	Spelling Test) Walking around " ") room
2		☒	D_S	D_S	" " child talking out-shook head " " " different child
3		☒	☒	☒	continue test
4		☒	A_A	☒	" " whispered in child's ear continue test
5		D_S	☒	☒	ask child to "shush" continue test " "
6		$\textcircled{E}_A$	☒	☒	refused to acknowledge kid go on spelling words
7		☒	☒	D_S	" " " moved child around in seat
8		☒	☒	D_S	giving instructions scolded child properly
9		☒	☒	A_A	spelling test (bonus work) smiled and noded at child
10		☒	☒	D_S	cont'd test - adm whispered in child's ear
11		D_A	D_S	☒	child asked a question child responded aloud test administration
12		D_A	☒	☒	child not taking test-doing something else instead test-administration
13		D_S	☒	☒	gave child a dirty look going over last 7 words
14		☒	☒	☒	graded each child's paper
15		☒	A_A	A_A	that's good John- rewarded another child

APPENDIX C-4

FINK OBSERVATION SHEET

"SAMPLE"

erson Being Observed: Teacher "B" Classroom:

ate: 5/6/75 Time: 9:15 Grade: 2B

bserver: Post

ymbols:

HILD:

. On-Task ⧄

. Verbal Off-Task

. Motor Off-Task

. Passive Off-Task ⊖

EACHER:

. Approval

(Academic)

(Social)

. Disapproved

(Academic)

(Social)

. Approval Error

(Academic)

(Social)

. Disapproval Error

(Academic)

(Social)

. None-Above ☒

MINUTES	ACTIVITY	20	40	60	COMMENTS
1		A_A	A_A	D_S	working on board in group with children - ask children to be quiet
2		A_A	A_A	A_A	verbal reward for group
3		X	X	X	finishing group activity
4		D_S	X	X	called children's name & indicated they should be quiet - new group
5		X	D_S	X	ask child to be quiet not in group
6		A_A	D_S	D_A	"shush" to group - rewarded children not in group
7		A_A	\	X	verbal praise to child - continue to work
8		D_S	X	X	Stopped and went to front of room and asked child to stop talking
9		E_A	A_A	X	failed to reward child for correct response - approval to group
10		D_S	A_A	A_A	asked children (two) to change seats
11		A_A	X	X	working in another
12		X	X	X	group activity - getting organized
13		X	X	A_A	
14		D_S	X	X	ask child to get in activity just saying her name
15		X	X	X	continuing group activity

Class very well organized - good discipline - most children working

APPENDIX C-5
FINK OBSERVATION SHEET

"SAMPLE"

rson Being Observed: Teacher "C" Classroom:

te: 10/6/74 Time: Grade: 6A

server: M. Brown Post

mbols:

HILD:

On-Task ⧄

Verbal Off-Task ⊽

Motor Off-Task ⊠

Passive Off-Task ⊖

EACHER:

Approval
$\boxed{A_A}$ (Academic)
$\boxed{A_S}$ (Social)

Disapproved
$\boxed{D_A}$ (Academic)
$\boxed{D_S}$ (Social)

Approval Error
$\boxed{E_A}$ (Academic)
$\boxed{E_S}$ (Social)

Disapproval Error
$\textcircled{E}_A$ (Academic)
$\textcircled{E}_S$ (Social)

None-Above ☒

MINUTES	ACTIVITY	20	40	60	COMMENTS
1		D_S	☒	☒	class getting noisy children beginning to work
2		$\textcircled{E}_S$	☒	☒	child hitting other child walking around room answering child's question
3		$\textcircled{E}_A$	☒	☒	children not working passing out homework
4		☒	D_S	☒	talking to child how many going to work on
5		☒	☒	☒	class getting a little noisy
6		☒	☒	$\textcircled{E}_S$	talking to me
7		☒	☒	☒	answering questions indiv.
8		☒	☒	☒	explaining to class about coming activities
9		$\textcircled{E}_S$	☒	☒	told class getting noisy when out of room
10		A_S	A_A	D_S	getting on to child who is talking
11		A_A	A_A	A_A	instructing child " "
12		A_A	A_A	☒	" "
13		☒	☒	A_S	answered child
14		☒	☒	☒	sitting on child's desk in center of room
15		A_A	$\textcircled{E}_S$	$\textcircled{E}_S$	helping child with question "shu" "shu"

APPENDIX C-6

FINK OBSERVATION SHEET

"SAMPLE"

rson Being Observed: Teacher "C" Classroom:

te: 5/6/75 Time: 9:00 Grade: 2A

server:

mbols:

ILD:

On-Task ⧄

Verbal Off-Task

Motor Off-Task

Passive Off-Task ⊖

ACHER:

Approval
- (Academic)
- (Social)

Disapproved
- (Academic)
- (Social)

Approval Error
- (Academic)
- (Social)

Disapproval Error
- (Academic)
- (Social)

None-Above ☒

MINUTES	ACTIVITY	20	40	60	COMMENTS
1		☒	☒	☒	class getting organized walking around room
2		☒	☒	☒	gathering material for me - ignoring class
3		A_A	☒	☒	gave approval to child
4		D_S	☒	☒	ask children to sit down and do work
5		D_A	☒	☒	"you're too smart to draw picture"
6		D_S	A_A	☒	"Disapproval of children who are talking"
7		A_A	☒	☒	Helping child at child's desk
8		D_A	☒	D_S	"Ask child why she put work on board" told child he was loafing
9		☒	A_A	☒	walking around room helping children at desk
10		A_A	☒	☒	rewarding child for fine work let her do what she wanted to do
11		☒	☒	☒	sitting at desk reading child's work and working with him
12		D_S	☒	☒	child interrupted and teacher comment - just a minute
13		☒	☒	A_A	teacher working at desk gave child good grade for work
14		D_A	☒	☒	child working at board - ask her why
15		A_A	A_A	A_A	approval of child's behavior

Class - better organized than before - children working mostly indv. on projects.

APPENDIX D

The Herbert Marcus Elementary School
Philosophy of Discipline

The Herbert Marcus staff developed a philosophy (which coincides with the Dallas Independent School Districts) as a result of the staff development program during the 1974-75 school year.

The Herbert Marcus Elementary School has long placed the student at the center of all its thinking. In the school setting, the attainment of educational objectives often encourage independent action. Any group endeavor, however, moves most readily toward its goals when there is reasoned behavior on the part of all participants. In this sense, discipline sets consistent, firm and reasonable limits to behavior in line with pupil and group needs, and with appropriate expectations of pupil and group behavior. It is the term used to describe the process of growing up and becoming a productive member of society. Effective discipline helps an individual progress from the need for external controls to the self-discipline of the mature adult.

The Herbert Marcus Elementary School believes that the professional staff has the responsibility for implementing consistent patterns of disciplinary procedure. Further, individual teachers should develop specific recommendations for program improvement, curriculum revision, and needed improvement in school facilities that might be expected to alleviate the underlying causes of learning difficulties and school disturbances.

Roles and Responsibilities

The Herbert Marcus Elementary School holds steadfastly to its responsibility for ensuring certain basic rights on which there can be no compromise. In brief, these are:

(1) The student's right to quality education -- differentiated, individualized, and free from disruption.

(2) The educator's right to teach or administer -- free from verbal intimidation, physical assault, and outside interference.

(3) The parent's right to expect quality education, and the protection of students, edu-

cators and their investment in school property.

Control of behavior within the schools is essential to maintaining an environment conducive to learning. Continued effort is directed toward achieving such control through the development of self-discipline on the part of the student, a major educational and maturational objective. In all cases, however, there must be control, and the establishment and maintenance of an orderly climate for learning. This becomes a highly significant responsibility for members of the school professional staff who work directly with students, and for parents who are concerned with supportive or parental activities.

The Parent

Good discipline originates in the home because the parent is the first teacher of the child. It is the parent's obligation, by teaching and by example, to develop in the child good habits of behavior as well as proper attitudes toward others and toward the school. To help in accomplishing this, the parent should:

(1) Recognize that the teacher takes the place of the parent while the child is in school.

(2) Teach and require of the child respect for the law, for authority, for the rights of others, and for private and public property.

(3) Talk with the child about school activities; share with him/her and with the teacher an active interest in report cards and in his/her progress.

(4) Arrange for prompt and regular school attendance and comply with attendance rules and procedures.

(5) Attend individual or group conferences and school programs which involve his/her children when it is possible for them to attend.

(6) Plan the time and place for homework assignments and for supervision of the work completion effort.

(7) Work with the school in fulfilling recommendations made in the best interests of the child, and cooperate with the school in carrying out disciplinary action.

(8) Feel free to contact the school whenever the need is felt to secure the school's cooperation, or to communicate with the school in some way about his/her child.

The Student

The student attends school so that his/her individual capacities can be developed to the fullest in preparation for becoming an effective citizen. Student conduct is expected to reflect respect and consideration for the personal and property rights of others, and an understanding of the need for cooperation with all members of the school community. The student should:

(1) Respect constituted authority, which includes not only obedience to school rules and regulations, but also conformity to the laws of the community, state and nation.

(2) Develop standards of personal conduct that are reflected in socially approved behavior.

(3) Accept responsibility for his/her own actions.

(4) Respect the rights of others.

(5) Attend school regularly, be prompt in meet-

ing all school obligations, and make a sincere effort to do his/her best work.

(6) Dress appropriately, and practice habits of personal cleanliness.

(7) Help maintain school property and property of the community.

The Teacher

Teaching involves presenting a stimulating and effective program of instruction, establishing and maintaining an atmosphere conducive to learning, and developing effective citizenship and socially approved student behavior. Solid, wholesome relationships between a teacher and a student are built by deemphasizing the negative and emphasizing the positive. It is realized that each teacher has individual procedures and methods for developing these positive relations. To attain a positive atmosphere for learning, the teacher has the responsibility to:

(b) Be guided by professional ethics in relationships with students, parents, the community, fellow teachers and administrators.

(2) Inform parents, in accordance with school procedures, about the academic progress and conduct of their children.

(3) Indicate by attitude and actions the genuine concern and respect for each pupil.

(4) Plan and conduct a program of instruction which will capture the interest of each pupil and make he/she eager to learn.

(5) Teach the student, explicitly and by example, what is expected in terms of conduct in and around the school.

(6) Manage classroom routines so that they contribute to the program of instruction, to a well-ordered classroom, and to the development of civic responsibility on the part of the student.

(7) Know and enforce the rules of the school courteously, consistently and fairly; deal with misconduct quickly, firmly, and impartially.

(8) Report promptly any situation in or around the school which might result in undesirable behavior.

(9) Distinguish between student misconduct which should be handled by the teacher and that which requires the assistance of the principal.

(10) Provide prompt recognition of each student's success in achievement.

The Principal

The principal has the responsibility and authority to formulate local school rules and regulations to enforce the Board of Education's discipline policies in conformity with established procedures. The principal shall implement in his/her school such District-wide regulations as are promulgated by the General Superintendent for the measurement of citizenship and for the development of good discipline.

The principal has the responsibility for the coordination of the school guidance services with the teachers and the home to achieve proper student conduct. The principal should:

(1) Seek alternative plans for the correction of undesirable student behavior in which

emphasis can be on a positive guidance basis.

(2) Work with the school staff in the formulation of local school regulations in accordance with District-wide policies, and support the staff in their enforcement.

(3) Develop an orientation program to teach students respect for authority, for the rights of others, and for private and public property in the school community.

(4) Establish and maintain adequate building security for students and staff.

(5) Seek the assistance of appropriate community resources, as needed, to provide for the welfare of students.

(6) Handle serious behavior problems according to established District practices.

(7) Administer disciplinary actions fairly, treating all individuals with equal consideration.

(8) Attempt to build positive physical conditions, being aware of health, safety and learning hazards.

DISCIPLINARY ALTERNATIVES

The Herbert Marcus Elementary School has the responsibility to maintain a high-quality educational program for its students. To achieve this objective, the school must create an atmosphere for the attainment, exchange and application of ideas. The school principal and teachers also have a responsibility to achieve an atmosphere free from disruptions and distractions that will materially interfere with or intrude upon the work of a school or its students. As a result of this responsibility, several disciplinary options or alternatives remain open to the principal and members of the staff. These include those items mentioned in Appendix G, H, and I.

DISCIPLINARY VIOLATIONS

Enforcement of school policies and school building rules with respect to the established Code of Conduct is the joint responsibility of all certificated staff members and the school principal. The teacher is the authority in the classroom regarding the maintenance of a climate conducive to learning, supported by the principal's exercising of reasonable and professional judgment in enforcing the rules. The following violations are examples of behavior that will require disciplinary action by school officials:

Disorderly Conduct - This includes behavior in which there is probable cause to believe it will create alarm, anger, or disturb others or provoke an assault - physical or verbal, or other breach of the peace; and all other acts covered under Section 42.01 of the Texas Penal Code.

Disruptive Conduct - No person or group of persons acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on the campus or property of any private or public school or institution of higher education or public vocational and technical school or institute or engage in any other acts prohibited under Section 4.30 of the Texas Education Code, or engage in any of the following:

1. Assault - This includes intentional or attempted bodily harm, cuasing some immediate apprehension of bodily harm. This includes verbal assault - unlawful intentional touching or application of force to another person, done in a rude, insolent or angry manner; and all other acts prohibited by Texas Penal Code Section 22.01.
2. Drugs - A student found selling, possessing, or under the influence of a narcotic or dangerous drug, as defined by the Penal Code of the State of Texas, not prescribed by a licensed physician, or non-narcotic intoxicants such as glue, non-prescription cough medicine, gasoline or alcohol while on school premises or while participating in a school-sponsored activity, shall be subject to disciplinary action.

3. Excessive Tardiness - When a student is repeatedly tardy to a class, he/she will be subject to disciplinary action.

4. Extortion - This is the obtaining of something of value from an unwilling person by physical force, intimidation or threat.

5. Gambling - Any student participating in any form of gambling, betting money or any other item of value, on the outcome of any event, game or contest; playing a game of chance on school premises will be subject to disciplinary action.

6. Loitering - It is unlawful for any person or persons to loiter in school buildings or upon school grounds unless such person is, for the time being, engaged in some business demanding his/her presence. This includes students enrolled in other schools or students currently under suspension.

7. Misrepresentation - A student shall not intentionally misrepresent to any school staff member any fact, either verbally or in writing, nor shall any student change or alter

any school record, official document or other document intending to deceive or misrepresent any fact, otherwise shall be subject to disciplinary action.

8. Riot and Incitement to Riot - Riot is any use of force or violence which produces a breach of public peace, or any threat to use such force or violence against any person or property, by seven or more persons acting together and without authority of law. Participation in a riot is a misdemeanor.

9. Secret Societies - The Legislature of the State of Texas enacted a law barring all kinds of secret and closed-membership organizations from all public schools of the State. These groups are prohibited by Section 4.20 of the Texas Education Code. A secret society is an organization composed of public school students which limits membership on the basis of the decision of its membership rather than upon the free choice of any student in the school who is qualified by the

any school record, official document or other document intending to deceive or misrepresent any fact, otherwise shall be subject to disciplinary action.

8. Riot and Incitement to Riot - Riot is any use of force or violence which produces a breach of public peace, or any threat to use such force or violence against any person or property, by seven or more persons acting together and without authority of law. Participation in a riot is a misdemeanor.

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rules of the school to fill the special aims of the organization.

10. Smoking - Rules concerning smoking are established according to health and safety standards.

11. Truancy - In cases of school truancy, accurate information about the child and family will be gathered. Available school and community resources will be used before referring the case to the School Community Guidance Center. The case, if approved, will be referred to the Court Liaison, who will send the parent or legal guardian a letter stating that court action may be necessary. The parent or guardian will be informed of compulsory school attendance laws. If attendance of the student does not improve, court action may be taken against the parent or guardian.

12. Vandalism - This is the willful, intentional and reckless destruction of property.

13. Verbal Abuse - Verbal expression which is

offensive with respect to racial, ethnic, religious, social and sexual overtones is not acceptable, and is subject to disciplinary action.

14. Walkouts and Boycotts - In accordance with the Board of Education policy, walkouts, boycotts or any unauthorized holidays will not be permitted or recognized.

15. Weapons - Carrying, using or storing weapons in a school building or on school grounds will be subject to disciplinary action in accordance with Board of Education policy. Weapons are identified in two (2) categories:

    (a) Articles commonly used or designed to inflict bodily harm and/or to intimidate. Examples are...firearms, "knuckles", switchblades, knives, chains, and clubs. Students with such weapons on the school site or at school activities will be disciplined in a manner which may include suspension or expulsion.

(b) Articles designed for other purposes, but which could easily be used to inflict bodily harm and/or intimidate. Examples among other things are...belts, combs, pencils, files, compases, or metal hair rakes. Students acting in an aggressive or belligerent manner with any article or object similar to those listed above may be administratively judged to be in possession of a weapon. That article or object may then be declared a weapon, and disciplinary action against the student may be taken.

OTHER DISCIPLINARY PROCEDURES

Various other procedures are used by the Dallas Independent School District administrative staff with respect to discipline-related matters, including:

Arrest/Custody

Every attempt will be made by school officials to contact a student's parent(s) or guardian before the student is taken into custody by law enforcement officials. If the law officer(s) find it necessary to take the student from the building, it becomes the officer's responsibility to notify the parents and to be completely liable for the student's welfare, safekeeping, and reputation. A student may be taken into custody when:

...he/she has been observed violating a law by a law enforcement officer.

...an officer presents the administrator with a warrant or custody order.

...he/she is so disruptive or uncontrollable that it is necessary to remove him/her from a building to minimize disturbance.

Dress Code

A student and his/her parents may determine the student's dress, grooming, and appearance provided that the dress, grooming, and appearance meet the following criteria:

....shall be clean and neat

....shall not reasonably lead school administrators to believe that such dress, grooming, or appearance will cause disruption, interference with, disturbance, or distraction of any school activity

....shall not create a hazard to himself or to others

....shall not create a hazard to the safety or health of the student or to others

....shall not disrupt, interfere with, disturb, or distract any school activity.

Due Process

Students have rights as well as responsibilities. Fair and reasonable procedures in affording due process will be followed to assure a student of his/her rights. It is the intent of the DISD Board of Education that all persons connected with the schools will demonstrate respect for the rights of students and that students will at all times demonstrate respect for the rights of the school.

Due Process - Legal Aspects

When Law Enforcement Officials are present administrators should:

- ....Attempt to notify parents of pending interrogation.
- ....Attend and observe any interrogation of student or students if parent or parents are unable to attend.

Freedom of Expression

Students have the right to freedom of expression through speech, writing and the use of symbols and petitions except when such are unlawful or where such expression would materially and substantially interfere with school activities or with the rights of other students or teachers, or where the administrator has reasonable cause to believe that such expression would engender such material and substantial interference.

The principal has the direct responsibility of reviewing and approving every resource person who appears in the school and every program given in the school. People delegated to work out details of programs will obtain approval of the principal before making arrangements for classroom speakers or announcing events.

Search and Seizure

....The principal has the right to search and seize when there is reasonable belief that some material or matter which is detrimental to health, safety, and welfare of the student or students exists.

....Search/Seizure by law enforcement officials shall occur only when a warrant exists authorizing such search and/or seizure.

....When a search and/or seizure involving school property, (locker, desk) is initiated, there should be a reason based upon the premise that the illegal possession of an item may endanger the individual's health and safety, as well as the health and safety of others. Emergency situations may necessitate a search with or without the student's knowledge or consent. Whenever possible, the student should be aware of and involved in a search of property assigned to him. In the absence of the student, a second party shall witness any search.

The
SPIRIT and
GUIDELINES
of
HERBERT MARCUS
Elementary School

dallas independent school district

FOREWORD

THE SPIRIT AND GUIDELINES OF HERBERT MARCUS ELEMENTARY SCHOOL has been prepared by a compilation of suggestions from the Student Body, Parents, Principal and Faculty for the purpose of acquainting the students, parents and faculty with the ideals, the spirit and the regulations governing Herbert Marcus Elementary School.

Even though this information will answer many questions about our school and activities, you may have specific questions which are not covered. Any time you have questions, please ask your teacher or come by the office.

The welfare of the child is the center of all our thinking, of all our endeavor; the child's growth is the core of our aim and philosophy.

MARVIN L. GRANTHAM
Principal

DEDICATION

This effort is dedicated to the students, parents and faculty of Herbert Marcus Elementary School now and of the future.

SCHOOL COLORS — Royal Blue and White

SCHOOL MASCOT — Mustang

SCHOOL MOTTO — *"Always Loyal, Always True"*

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HERBERT MARCUS CODE

I will be worthy of my American citizenship.
I will never knowingly, by word or deed, injure anyone's person, feelings or property.
I will do my part, wherever I am, to make Herbert Marcus Elementary School the best elementary school in the world.
I will always treat other people as I would like to have them treat me.
I will respect authority — in my school, my community and my nation.
I will be friendly and courteous at all times.
I will be industrious and dependable.
I will be honest in all my activities in school and out.
I will be clean in body and mind.
I will remember that as an individual doing right, I am more important than a whole group doing wrong.

HOW TO STUDY

1. Set aside definite hours and a quiet place for study.
2. Be sure that you have the necessary books and supplies for executing the work at hand.
3. Be sure that you know what your assignments are and exactly what you have to do.
4. Do not allow any interruptions. Take no telephone calls during study time.
5. Study your most difficult lesson first.
6. If it is a reading assignment, such as might occur in social studies, read the entire assignment through one time first. Look up any words you do not know the meaning of.
7. After reading the assignment through one time, go over it again for important ideas and key sentences to keep in mind. Making an outline or taking very brief notes to fix the ideas in mind will help.
8. If there are problems to be worked in mathematics, work as many as you can. If you come to one which you cannot work, do not stop too long over it. Do all that you can work, and come back to the difficult ones to ponder over. DO NOT SPEND ALL OF YOUR TIME ON ONE PROBLEM WHICH YOU ARE UNABLE TO WORK.
9. If you are taking information on a subject from an encyclopedia, summarize the information in your own words.
10. Remember that:
    - — Looking at a book and thinking of something else is not studying.
    - — No one can study and talk — or watch television — or play games — at the same time.
    - — It is not right to copy another's work and call it yours.
    - — No one can study for you.
11. Work near a good light.
12. Start early. Don't stay up late at night working.
13. Keep up-to-date in your homework. Never let yourself get behind.

MANNERS IN PUBLIC

It is the general consensus of Herbert Marcus Elementary School Student Body, their parents and faculty that a true Marcusite will conduct himself at any public gathering in such a manner as to bring honor to himself and to his school.

Good manners, courtesy, friendliness, sportsmanship, and high moral conduct on the part of each student is expected at all athletic events, assemblies, programs, on buses, and at any other gathering wherein students may be representing their school; even in a shopping center where we may be identified as Marcusites.

Children may be held responsible for their conduct to and from school if it affects school organization, school morale or the destruction of public or private property.
(See suggestions under specific headings)

ASSEMBLIES AND PROGRAMS

It is very important that Marcusites have "Pride" in their school and it is never more evident than when they are attending an assembly or program. The visitors to our school will carry with them, when they leave, the impression all of us give them at this time. Practicing courtesy and self-discipline at these times will also add to our development of leadership.

Therefore, it is necessary that all Marcusites train themselves to enter and leave the auditorium in an orderly and mannerly fashion, to pay strict attention to the program and to show their appreciation of the speaker or performer in the proper way, by courteous and refined applause rather than boisterous yelling or whistling.

Again, our good conduct becomes consideration and thoughtfulness of those around us, respect for the privileges and property of others, and results in more enjoyment for each of us.

LUNCHROOM

Our lunchroom is another place a Marcusite takes pleasure in demonstrating good manners. We want it to be a relaxing and enjoyable place to share our mealtime with our friends. So we keep it quiet and orderly by entering in a mannerly way, quietly getting our food and taking our seats, and keeping our talking at a low level. In these ways we are showing respect for having a nice lunchroom in which to eat as well as for the others around us who also wish to enjoy their lunches.

When we have finished eating our lunch with our very best table manners, we are particularly anxious to leave our tables as clean as when we entered with chairs properly replaced. Thus assuring the next group having lunch as nice, clean and orderly environment as we have just enjoyed.

HALLWAYS

Because our hallways do sometimes become crowded, our very best manners are necessary. Walking quietly and to the right side of the hall serves two purposes: It demonstrates our thoughtfulness and consideration for others; And it improves the safety of our halls.

Some visitors to our building would certainly assume the wrong impression of Marcusites if they should see misbehavior in our halls, and this is the first impression they will get of our school.

For our own pleasure, as well as that of our visitors, we want our hallways clean and uncluttered. Therefore, we take pride in picking up any paper or other litter and placing it in the receptacles provided for that purpose.

Our locker doors are metal and can be harmful if a student should run into them when open . . . another reason for quietly walking in our halls. These metal doors can be very noisy and disturb others if slammed shut. Therefore, we all must practice closing them softly, but firmly, when leaving them.

CLASSROOMS

Manners in our classrooms are like manners in our homes. Respect, courtesy, thoughtfulness and consideration for those around us is the key.

Our classrooms are beautifully furnished and equipped and every Marcusite takes pleasure in protecting them from any damage to keep them that way. This includes care of our text books which are furnished to us free of charge by the State Education Commission

Respect for our teachers, not only as our elders but also as people who are striving to help the students, is a mark of all Marcusites. This will mean we also respect our classmates and their desires to improve themselves. It will help us develop better study habits in a quiet and orderly atmosphere conducive to better learning.

Promptness in getting to class and getting settled for our work is an important habit to carry all through life and Marcusites develop that habit early in order to use it all through their development. In later life employers and business associates will appreciate this habit of punctuality.

RESTROOMS

Herbert Marcus Elementary School has ample restrooms that are nicely furnished and maintained for our comfort and convenience. We are proud of these facilities and, therefore, wish to keep them that way.

Each of us takes pride in keeping our restrooms clean and unblemished. Another way of showing our consideration of those about us who may wish to use our facilities and will appreciate this care in providing them with the same fine accommodations we enjoy.

Our pride in Herbert Marcus School does not allow us to deface these surroundings and our good taste makes us frown on anyone who would destroy, or damage in any way, these things in which we take pride.

PLAYGROUND

Our manners show all of the time, even on the playground. The many people passing our playground may get their only impression of Herbert Marcus School by our conduct there.

Manners on the playground consist of fair-play, good sportsmanship, consideration of others, and the willingness to be a good loser as well as a good winner. These are traits every Marcusite possesses and strives to live by every day, on the playground as well as in the home, classroom, halls, lunchroom and wherever they may be.

Good manners on our playground also help to avoid the accidents that can happen to mar our enjoyment of these good times. This is an excellent place to demonstrate and use the Golden Rule "Do Unto Others, As You Would Have Them Do Unto You".

PARENT-TEACHER ASSOCIATION

The HERBERT MARCUS ELEMENTARY SCHOOL PARENT-TEACHER ASSOCIATION, in Membership with The National Congress of Parents and Teachers, The Texas Congress of Parents and Teachers and The Dallas City Council of Parent-Teacher Association sets forth the following objectives in its annual directory:

> TO PROMOTE the welfare of children and youth in home, school, church and community.
>
> TO RAISE the standard of home life.
>
> TO SECURE adequate laws for the care and protection of children and youth.
>
> TO BRING into closer relation the home and school, that parents and teachers may cooperate intelligently in the training of the child.
>
> TO DEVELOP between educators and general public such united efforts as will secure for every child the highest advantages in physical, mental, social and spiritual eduation.

SAFETY (General)

Common sense safety is the practice at Herbert Marcus Elementary School. The keys are Courtesy, Consideration of others, Thoughtfulness and the constant Pride in making this school the best there can be.

More specific Safety Suggestions may be found under the separate headings of Manners in the Hallways, Playground, Lunchroom, and Courtesy Patrol.

Because the safety of Marcusites is so important and profound a part of the administrative philosophy, every safety precaution possible is taken. With the co-operation of every student, teacher, and parent we strive to have a perfect safety program which we can point to with pride.

SIGNALS EVERY STUDENT SHOULD KNOW

FIRE OR A FIRE DRILL

Fires or a fire drill will be indicated by *three successive peals of the electric bell, or prolonged ringing of the gong or hand bell.* The students will not know whether it is a real fire or not when the signal is given. Students are expected to march out of the building in an orderly manner, by the nearest exit, without rushing, crowding or talking. When the students are a safe distance from the building, they should halt at the sound of *one bell,* or the raised hand of a teacher, and remain orderly and quiet until the next signal is given.

Two bells, the indication for All Clear, is the signal for the students to return to the building and their classes in the same quiet and orderly manner.

Everyone — students, teachers, custodians and visitors — leaves the building when the fire signal is heard.

CATASTROPHE DRILL (DUCK-AND-COVER DRILL)

The signal for this drill will be five long blasts on a police whistle. Students are to move in a quiet, orderly manner to their assigned places in the halls and remain there until the All Clear Signal, which is two long blasts on the whistle or bell, is given. Students will assume a crouched or kneeling position facing the walls and away from doors. They will cover their heads with their arms. A passageway must be left in the center of the hall. Pupils will return quietly and orderly to their classrooms after the All Clear Signal.

BICYCLES

Riders of bicycles are expected to observe traffic regulations the same as adults who drive cars. It is inconsiderate and dangerous to others to ride bicycles on the walks. Bicycles should be walked when crossing at intersections or when on the school grounds to avoid hurting others about them.

All bicycles should be *properly parked and locked* in the appropriate stands provided for them. Damage to, or loss of, a bicycle is entirely the student's responsibility. If they are properly parked and locked there should be no loss or damage.

FIELD TRIP BUS SAFETY POLICIES

1. The bus driver is in full charge of the bus at all times.
2. Students are to remain seated at all times unless boarding or disembarking from the bus.
3. Noise must be kept at a low level to assist the driver in his duties and help prevent accidents.

4. Students should always keep their heads, arms and any articles they are carrying inside the bus to prevent injury to themselves and others.
5. Respect the property of others and avoid defacing anything on the bus. If such damage is done, the student is responsible and must pay for repairs. Police action may be involved if this is not observed.

ACCIDENTS

Accidents should be reported immediately to the nearest teacher. No student should attempt to lift or move an injured person except under the supervision of a teacher. Everyone should remain calm and refrain from crowding around the injured person.

Accidents will be reported immediately to the clinic and principal's office. First Aid will be given as described under "Clinic Procedures;" Parents will be notified as expeditiously as possible and if they cannot be contacted, Dallas Independent School District Policy will be followed. (See Clinic Policies)

VISITORS

Parents of students who wish to visit classes or interview teachers are always welcome. It is requested that any person visiting our school go to the principal's office, where they will be welcomed and given class schedules and a building pass. This pass should be kept in clear view or shown on request and is only another safety precaution for our students to prevent any possiblity of improper contacts being made or unauthorized visitations.

Pupils not enrolled at Herbert Marcus are required to follow the same procedures. When they are extended the privilege of visiting our school, they must assume to be under the school's jurisdiction and, should their presence prove to be non-conducive to good learning by attending students, they will be expelled from the building.

TEACHER CONFERENCE

Parents may wish to call on teachers to talk with them about the progress of their children. Teachers are most easily available without interruption during their planning period. It is recommended parents make appointments with teachers to avoid conflicts. This can be done by sending a note with the student to the teacher, or by calling the office in advance.

Parents should feel free to call the school at any time for an appointment. *Our school will be a success only to the degree that all are interested and work together.* When pupils know that parents and teachers are working together for their advancement, their progress is assured.

LEAVING SCHOOL DURING THE DAY

If it is necessary for a student to leave school at any hour, other than the regular time, he should bring a written statement giving the time of departure and the reason, signed by his parent or guardian. This statement should be given to the school secretary before the tardy bell in the morning of the day he, or she, is to leave.

Parents, or guardians, will come in person to take the children from school.

Be certain the office is notified before a student is taken from the building or visited in class.

ABSENCE OF PUPILS

It is the policy of the Dallas Independent School District, when a student returns to school after an absence, they are required to bring a written statement from the parent, or guardian, and give it to the first period teacher.

TARDINESS

Students should learn to be prompt. This is a characteristic that will be expected of them throughout their lives. At Herbert Marcus a student is considered tardy to first period after the 8:30 A.M. bell.

Tardiness is disruptive to learning situations and should be avoided whenever possible.

TEXTBOOKS

Textbooks issued to the students are provided by the State Board of Education without charge and each student is personally responsible for the books issued to him. These books are to be kept properly covered at all times and they are to be returned in as reasonably good condition as when issued. Damage to, or loss of, a textbook is the responsibility of the student to whom it is issued. Such loss or damage must be paid for before the student can be given a report card or transferred to another school, either inside or outside of the Dallas Independent School District.

Should a book that has been paid for be found, a refund can be made prior to the last day of that school term when the books and receipt of payment are presented to the principal.

LEGAL NAME OF STUDENTS

All permanent records of students must carry the legal names of the student as shown on their birth certificate or court order showing a name change.

Under no conditions are students permitted to assume names other than their legal names.

PETITIONS OR ADVERTISING MATERIALS

The use of advertising materials, posters or petitions for various causes require advance principal approval. All such material must be submitted to school administrators for consideration. Failure to comply with these requirements may lead to suspension.

APPROPRIATE DRESS

Through our "Input" inquiries, it has been determined the general consensus of the parents, students and faculty of Herbert Marcus School that appropriate dress is basically a responsibility of the parents.

Some of the most used terms that were received and may serve as guidelines were such as "Clean", "Neat", "Modest" and "Properly Covered"; As opposed to "Revealing" and "Provocative".

Grooming and appearance shall not reasonably lead school authorities to believe any disruption, interference with, distraction or disturbance of any school activities will be caused.

Dress causing health or safety hazard to the person or others should be avoided.

LOCKERS

The Homeroom Teacher will assign each student a locker for the keeping of books, coats, hats and personal items in a secure manner.

The lockers should always be kept in a neat and clean condition. Items not in use should be carried home.

Lockers will be inspected periodically by the Homeroom Teacher to assure the above conditions exist.

Make it a habit to close the locker doors quietly to avoid possible damage to the contents as well as respecting others who are concentrating in classes or those may object to the unnecessary noise and confusion.

TELEPHONE

The telephone in the office is for business communications only.

Students should not ask permission to use the office phone except in extreme emergency.

Students are not called to the telephone during the school hours; however, a message will be delivered to the student from the office.

The number for the Herbert Marcus Elementary School Office is 247-9603.

LISTS OF PUPILS OR PARENTS

Lists of pupils or parents will *not* be given to any person or organization other than the Parent-Teacher Association.

CLINIC POLICIES AND PROCEDURES

I. Children who become ill are referred, by their teachers, to the clinic. Children who fall into the following categories may not remain at school:

   A. Children who have fever.
   B. Children with rashes that are possibly contagious.
   C. Children suspected of having a contagious disease.

   Children are allowed to remain in the clinic until their parents come for them.

II. Hearing tests are not given by the school nurse. They are administered by a hearing technician who comes to the school once a year. Routinely the following students are tested:

   A. Children in "Odd-Numbered" grades.
   B. Children new to Dallas Independent School District.
   C. Children who have previously failed the hearing test.
   D. Children referred from other grades by their teachers.

III. Health appraisals consisting of dental screening, height and weight measurement, and visual testing are done by the school nurse routinely. She checks the following:

   A. Children new to Dallas Independent School District.
   B. Oldest children in school (7th grade).
   C. Youngest children in school (Multi-aged).
   D. Children in "Even-Numbered" grades.

   Any parent wishing their child's vision to be checked by the school nurse may call the school or send a note with the child.

IV. Non-prescriptive drugs (Aspirin, throat lozenges, anti-acids, etc.) are not kept in the clinic and *are never allowed* to be administered by the school nurse.

V. Only basic First Aid is administered in the clinic. Anything which appears to be infected, or may easily become infected, is not treated. Boils are not opened, splinters (as a rule) are not removed. If a child is seriously injured at the school, the parent is contacted immediately. If immediate medical care is indicated, and efforts to reach the parent have not been successful, the child is taken, by ambulance, to Parkland Hospital according to Dallas Independent School District policy.

DALLAS INDEPENDENT SCHOOL DISTRICT POLICY REGARDING IMMUNIZATION

(For purposes of clarification: In the Dallas Independent School District for data to be considered "Valid Proof", *the data must be taken from records signed by a doctor or public health clinic. Data filled in and signed by a parent is* **not** *acceptable as "Valid Proof".)*

I. The State of Texas requires valid proof of the following immunizations for children ages five (5) through eleven (11) years:

DIPHTHERIA-TETANUS: A minimum of three (3) doses, one of which must have been received since the child's fourth (4th) birthday.

POLIO: A minimum of three (3) doses, one of which has been received since the child's fourth (4th) birthday.

RUBEOLA ("red" or "hard" measles): One dose of vaccine or history of having had the disease.

RUBELLA (German or "3 day" measles): One (1) dose of vaccine.

II. The State of Texas requires valid proof the following immunizations for students age twelve (12) through nineteen (19) years:

DIPHTHERIA-TETANUS: Minimum of three (3) doses, with the last dose having been received within ten (10) years.

POLIO: Minimum of three (3) doses, one of which must have been received since the child's fourth (4th) birthday.

III. Dallas Independent School District Policy regarding Enrollment: As of the 1973-1974 school year, the following policy was accepted regarding enrollment:

A. Students enrolling from the State of Texas in a Dallas Independent School District school for the first time *may not* enroll without furnishing valid proof of immunizations.

B. Students enrolling from out-of-state in a Dallas Independent School District school for the first time have a period of ten (10) school days to furnish valid proof of immunizations. After this ten (10) day period, those students who have not furnished valid proof of immunizations are automatically dropped from school until such valid proof is furnished.

C. Any students needing additional doses or boosters will be informed of this and will be given ten (10) school days to meet requirements. If after ten (10) school days no valid proof is furnished, they are automatically dropped from school until valid proof is furnished.

LIBRARY POLICIES AND PROCEDURES

The Library is to be used and enjoyed by the boys and girls in Herbert Marcus Elementary School. Therefore, certain priorities have to be met.

In order to keep a good Library Record, a student must return his, or her, book on time or a fine will be charged to that student.

For students in second (2nd) and third (3rd) grades the fine is one cent (1c) per day for every day the book is past due. These students are allowed to keep their books for one (1) week, then return it to check out another book.

Students in the upper grades may check out as many as three (3) books at one time. The time allowed to read these books is two (2) weeks. Students who keep these books out past the due date will be charged a fine of two cents (2c) per day for every day the book is out of circulation.

Care of books and the handling and care of them is also important. If a book is damaged, lost or destroyed while in the possession of the borrower, this book must be paid for in order for the book to be repaired or replaced, so that others may enjoy it in the future.

Books can become your best friends and libraries are the book's home.

EXTRACURRICULAR ACTIVITIES

To round out the school program at Herbert Marcus Elementary School a varied group of activities is offered, designed to give students the opportunity to participate in activities outside the classroom in which to expand areas of their personal interests.

INSTRUMENTAL MUSIC (PIANO-BAND-STRINGS)

Group instruction is offered in piano and strings (to all children who desire to take instrumental music and when the schedule permits) beginning in the second (2nd) grade, and band beginning in the fourth (4th) grade.

Instrumental classes are organized at the beginning of each semester. Pupils will be scheduled for elementary instrumental music, either before or after school hours, or during the regular music, speech arts, physical education and playground periods of the day to avoid interference with regular school work.

All tuition will be collected in advance by the scholastic month (considered to be four (4) weeks of instruction). Instruments may be privately owned or, when available, through the school rental system.

ATHLETICS

A program of athletic activities is supplied by the Physical Education Department including Football, Basketball, Soccer, Track, Baseball and many others. Several of these sports are on an inter-class or inter-scholastic level. For further details ask the Physical Education Instructor.

BOY SCOUTS

For the boys interested in Scouting, Troop No. 29 is available for the boys who are eleven (11) years old, or in sixth (6th) grade.

For younger boys who want to get their Scouting Career started there is Pack No. 29, divided into three (3) Dens. There is also a Webelo Group active. Contact PTA representative for information.

GIRL SCOUTS, CAMPFIRE

For the girls whose interests tend toward scouting there is a Brownie Group, three (3) Juniors Groups and a Cadette Group. There is also a Campfire Group and Bluebird Group available. Contact PTA representative for information.

COURTESY (SAFETY) PATROL

The Courtesy Patrol is composed of a select group of students who have a sincere desire to serve their peer group, the school and the community.

They provide protection for our students at the traffic intersections near the school, act as hall patrols before and after school, and often are called upon to act as Color Guard for our flag.

It is also part of their duties to act as Hosts and Hostesses at many of our school functions and as Ushers in our Auditorium on special occasions.

Membership in the Courtesy Patrol is possible in the fourth (4th), fifth (5th) and sixth (6th) grades, and may continue through the seventh (7th) grade.

WHAT MAKES A "KEY SCHOOL MEMBER"?

(Imagine that you are the 'E' key on the typewriter.)

Xvxn though this typxwritxr is an old modxl, it works quitx wxll xxcxpt for onx of thx kxys. Wx havx wishxd many timxs that it workxd pxrfxctly.

It is trux that thxrx arx forty-six kxys that function wxll xnough, but just onx kxy not working makxs thx diffxrxncx. Somxtimxs it sxxms to us that our mxmbxrs in thx school arx somxwhat likx our typxwritxr — not all of thxm fxxl thxy arx important.

You may say to yoursxlf, "Wxll, I am only onx pxrson, I won't makx that much diffxrxncx whxn I don't takx part" or "I'll just bx a silxnt mxmbxr." Our school nxxds thx activx participation of xvxry mxmbxr.

So thx nxxt timx you think you arx only onx mxmbxr and that your idxas or suggxstions arx not nxxdxd, rxmxmbxr this typxwritxr, and say to yoursxlf, "I am a kxy pxrson in my school and I am nxxdxd vxry much!".

HOW TO BE POPULAR

What are characteristics of popular boys and girls? Why are they well-liked? What can school students do to widen friendships and become more respected and trusted by others?

You might consider the following:

Let people know you like them.
Avoid monopolizing conversation.
Be courteous to everyone . . . rather than have two sets of manners.
Think of ways to make others feel important.
Drop any grudges, don't carry them.
Admit mistakes cheerfully. Try saying, "Boy! When I goof, it's a beaut."

Keep your nose out of the upper atmosphere.
Be kind and avoid cutting people down just for a laugh.
Work on school and community projects.
Learn to duck a fight without losing your dignity.
Be a good loser.
Be a good winner.
Act as if you are having a good time even if you're not.
Make a list of your bad habits and try to overcome them.
Avoid calling people by their first name unless so requested.
Avoid seeming to be a name-dropper.
Let your friends know that in an emergency they can depend on you.
Don't confide in everyone.

Especially for girls —
Learn about sports and cars.
Know how to follow when you dance.
Have a wide circle of girl friends — not just one or two.
Don't "yak" all the time.
Give the boy a chance to be considerate — if you expect good manners you will get them.

Especially for Boys —
Avoid loud, boisterous language — swearing or name-calling.
Don't gossip about girls.
Make the best grades you can — Girls are impressed by men with brains.

How to Be Popular With Parents —
Improve your manners.
Let your parents know what you are doing, let them know you trust them.
Don't hog the phone.
Be proud of your parents, introduce them to friends.
Get home when you say you will, don't cause extra worries.
Keep your room clean.
Offer to baby-sit with younger brothers and sisters.
Encourage your parents to attend ball games and school activities.
Remember birthdays and anniversaries.
Be interested in your father's job.
Admit your wrongs and be ready to take your punishment.
Be tolerant if your parents don't understand some things, take time to explain.
Compliment your mother's meals.
Don't be embarrassed when your mother brings out your baby pictures.
When your father is within hearing distance, tell your friends something nice about him.
Don't make fun of the older generation.
Consider the wishes and desires of other family members.
Help with work around the house, give parents more time to rest.
Be prompt for meals.
Talk of pleasant things.

DESIRABLE CHARACTER TRAITS

"Reputation is what men and women think of us; Character is what God and the angels know about us." — *Horace Mann*

Character is what a person really is, not what he appears to be. One may have a bad character and yet have a very pleasing personality. Personality is an outward appearance. Character is the sum total of one's innate characteristics. Character affects success in life.

> "A man's success in life depends more upon his character than upon his talents or his genius."
>
> — *Unknown*

HONESTY: "An honest man is the noblest work of God." — *Pope*

RELIABILITY: "Be not simply good; be good for something." — *Charles Dickens*

TRUTHFULNESS: "Tell the truth and you won't have to remember what you said." — *Unknown*

"There are a thousand different ways to tell a lie, but there is only one way to tell the truth." — *Uncle Ezek*

LOYALTY: "If put to the pinch, an ounce of loyalty is worth a pound of cleverness." — *Elbert Hubbard*

COURAGE: "A great deal of talent is lost in the world for want of a little courage." — *Sidney Smith*

OBEDIENCE: "He who has learned how to obey, will know how to command." — *Solon*

PERSEVERANCE: "My son, observe the postage stamp. Its usefulness depends upon its ability to stick to one thing until it gets there." — *Josh Billings*

INDUSTRY: "He who is afraid of doing too much always does too little." — *German*

INITIATIVE: "The difference in one boy and another is not so much in talent as in energy." — *Dr. Arnold*

SELF-CONTROL: "Self-control is only courage under another name." — *Smiles*

COURTESY AND CONSIDERATION OF OTHERS: "What do we live for, if not to make life happier and less difficult for each other." — *George Eliot*

GOOD SCHOOL CITIZENSHIP

Many opportunities are offered at Herbert Marcus Elementary School to learn and practice good citizenship. A poor school citizen may be a bad risk in the community as an adult.

Provide a fair chance to everybody to show what they can do.

You can:

Try not to laugh at the mistakes of others.
Understand that you are not better than others.
Never poke fun at others less fortunate than you.
Take care of school property — never damage or destroy it.
Obey the school policies and procedures.
Support school projects.
Allow the other fellow to express his opinion.
Do your own homework.
Do exams honestly.
Praise your school and speak proudly of it.
Respect and help your teachers.
Respect the religion and beliefs of others.
Improve school conditions whenever you can.
Appreciate your privileges you have in your school because you live in a democracy.
Remember a good citizen at school is like a good citizen in the community.
Use your opportunity to properly express your own opinions.
Use your chance to practice proper dress and conduct.
Appreciate your beautiful building, well kept with ample equipment to aid in learning.
Maintain a pleasant and friendly atmosphere at all times.

STUDENT RESPONSIBILITIES

Attendance and Punctuality.
Good Classroom Habits:

Listen.
Take notes.
Keep assignment sheets.
Participate in class discussions and activities.
Ask relevant questions.
Take all necessary material to class, i.e. books, notebooks, etc.
Develop good study techniques — discuss problems and ways to strengthen your weaknesses.
Taking pride in your school building and grounds.
Show school spirit and loyalty.
Good sportsmanship.
Always doing our best.

SCHOOL SPIRIT AND "BELONGING"

School Spirit Is Important to You.
It is important *you feel you are a part of the school.*
It is important *you are interested in everything that goes on at school.*
It is important *you feel you belong, that you share in the ups and downs — and everything.*

HOW TO BELONG

Join groups — take an active part in activities.
Work hard at school subjects.
Keep the atmosphere friendly.
Help others to learn.
Support your teams, band, orchestra and other activities.
Keep developing new interests.
Make friends.
Learn how to get along with others.
Take your share of the responsibility to see that your school runs smoothly.
Follow school rules and policies.
Wear school colors when appropriate.
Join with the school group at all activities.
Be courteous and friendly to opponents and their supporters.
Know your school song and sing at appropriate times.
Conduct yourself in such a manner that you bring credit to your school and yourself.
Show your school pride away from school wherever you may be.
Support school traditions.
Help build new school traditions.

SCHOOL SPIRIT IS IMPORTANT TO YOU NOW, AND WILL BE IMPORTANT TO YOU IN THE FUTURE

MATURITY

MATURITY	is the ability to control anger, and settle differences without violence or destruction.
MATURITY	is patience, the willingness to pass up immediate pleasure in favor of the long-term gain.
MATURITY	is perseverance, sweating out a project in spite of opposition and discouraging setbacks.
MATURITY	is unselfishness, responding to the needs of others.

MATURITY is the capacity to face unpleasantness and disappointment without becoming bitter.

MATURITY is humility. A mature person is able to say, "I was wrong." He is also able to say, "I am sorry." And when he is proved right, he does not have to say, "I told you so."

MATURITY means dependability, integrity, keeping one's word. The immature have excuses for everything. They are the chronically tardy, the no-show, the gutless wonders who fold in the crises. Their lives are a maze of broken promises, unfinished businesses and former friends.

MATURITY is the ability to live in peace with that which we cannot change.

Landers, Ann — "You Can't Tell a Kid by His Age,"
Readers' Digest, Dec. 1968
pp 151-154
(Condensed from *Ann Landers Says: Truth is Stranger . . .*)

HABIT TRAINING

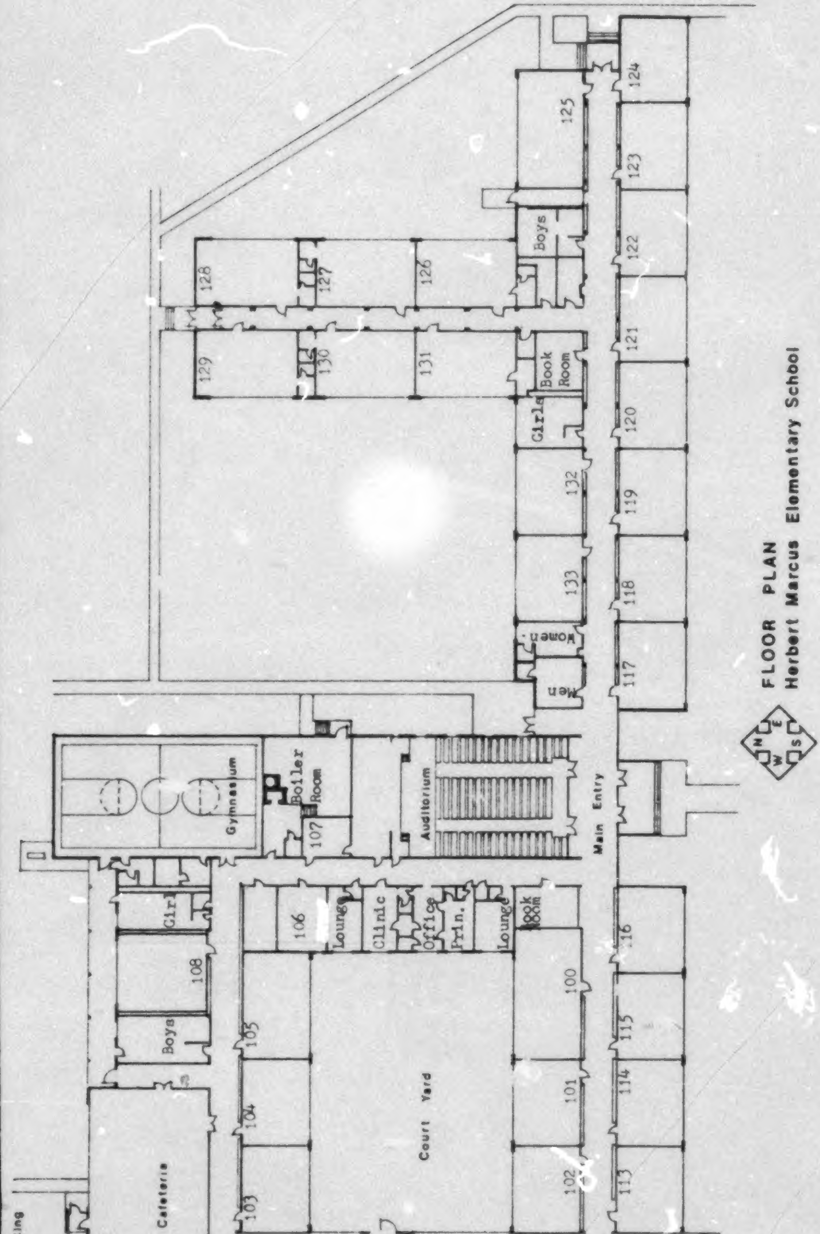
The way in which human beings acquire good or bad habits, believing or doing:

1. The mind works like a telephone switchboard and is said to be capable of making more than three trillion connections.
2. Through experiences inside and outside itself, this switchboard wires itself automatically — sets up its own associations, connections and circuits of ideas and actions.
3. By repetition these associations, connections or circuits may be developed in a pattern.
4. By further repetition the pattern may be fixed or developed into a habit — which is more or less automatic action of the mental switchboard.

Some laws govern the development of physical and mental habits. Check these laws against your own experiences. Unless you find them false, why not try them?

1. A habit can only be developed by repetition — practice.
2. The effective way to develop any habit or skill in doing or thinking is to practice it correctly from the start.
3. Until it has been fully established a habit should always be practiced in the same way.
4. We carry from one experience in learning to another only the associations, bonds, or habits that we have developed in the first experience.
5. A habit should always be practiced under the conditions under which it is to be used.

6. Habits wane from disuse.
7. Once acquired, a habit which has waned from disuse is more easily revived than learned in the first instance.
8. The only way to break a bad habit is to practice a correct one in its place.
9. A habit is improved by practicing it against a standard.
10. A habit needs to be practiced until it has become fully established.
11. In the development of a habit (skill) the learner does not steadily progress but moves forward by alternate periods of rest and advancement called plateaus of learning.
12. A habit is learned most efficiently when it is practiced under the direction of an instructor who is himself *master* of the habit.
13. Just as efficient habits of physical work may be developed, so may desirable social attitudes and modes or ways of mental working, of one's mind in thinking be formed.
14. Any habit is developed more quickly and efficiently by a learner who is interested in acquiring it.
15. One way of becoming resourceful in the use of any habit (skill in thinking or doing) is to practice it in a wide variety of situations.
16. The only measure of any habit of thinking or doing is performance — the ability to use it.


Staff Parking
Cafeteria
Boys
108
Girl
Gymnasium
Boiler Room
107
Auditorium
Main Entry
109
110
111
112
103
104
105
106
Lounge
Clinic
Office
Prin.
Lounge
Book Rm
Court Yard
100
101
102
113
114
115
116
117
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FLOOR PLAN
Herbert Marcus Elementary School

APPENDIX E

The Spirit and Guidelines of Herbert Marcus Elementary School was developed and printed (attached) as a result of the Staff Development program during the 1974-75 school year.

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There is a voluminous amount of reference material available in the area of discipline. The Herbert Marcus Elementary School staff located and compiled the follow-list of related materials used in this project. From these related materials, 27 were chosen for inclusion in an annotated bibliography. These were chosen on the basis of recency of publication, relevancy to the problem, and representation of the variety of approaches being taken in this area.

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Anadam, Kamala and Robert L. Williams. "A Model for Consultation With Classroom Teachers on Behavior Management," SCHOOL COUNSELOR 18: 253-259, March, 1971.

Discussed is a "contract", formulated by the teacher and her students at the suggestion of the consultant, designed to encourage less disruptive classroom behavior. The arrangement permits the student to learn or not to learn without having to cope with nagging by the teacher.

Bolstad, Orin D. and Stephen M. Johnson. SELF-REGULATION IN THE MODIFICATION OF DISRUPTIVE CLASSROOM BEHAVIOR. Eugene, Oregon: Psychology Clinic, University of Oregon, 1972. 32 p.

This study compared self-regulation and external regulation procedures in the treatment of children's disruptive classroom behavior. Following the collection of baseline data, three of the four most disruptive children in each of 10 first and second grade classrooms were reinforced by the experimenter

for achieving low rates of disruptive behavior. The fourth child served as a control subject throughout the experiment. Two of the three experimental subjects were then taught to self-observe their own disruptive behavior. In the final reinforcement period, these subjects were given control over dispensing reinforcers to themselves, based on their self-collected behavioral data while subjects in the other experimental group continued with the externally managed reinforcement. In extinction, reinforcement was discontinued for all subjects, but one of the self-regulation subjects in each classroom continued to overtly self-observe. Results indicated that both reinforcement programs produced a considerable reduction in disruptive behavior.

Clark, Donald H., Ed. and Gerald S. Lesser, Ed. EMOTIONAL DISTURBANCE AND SCHOOL LEARNING -- A BOOK OF READINGS. Chicago, Illinois: Science Research Associates, Inc., 1965.

A collection of 26 readings on research in emotional disturbance and school learning, this paperback book presents four or five studies of differing types from various sources on each topic treated. The topics include a definition of emotional disburbance and problems, (2) antecedents of trouble, (3) case histories of troubled children, (4) treatment, (5) the classroom, and (6) the school's role in promoting mental health. Also included are the criteria for inclusion, a conclusion, a list of additional references for each section (totaling 115), a glossary, and profiles of contributing authors.

Conway, Walter J. and Mary Jane John GUIDELINES FOR EDUCATING YOUTH UNDER STRESS. Nevada State Hospital, 1967. 45 p.

This guide presents fundamental practical concepts concerning behavior, classroom environment, and curriculum for the child under stress. The angry child, the confused child, the destructive child and the quiet child are discussed. The general goals of classroom controls and effective methods of achieving these goals are discussed. Lists of teaching aids for science, arithmetic, social science, reading, and general use are included in the section which views the normal curriculum as both foundation and goal for educating children under stress. The appendix lists five curriculum guides, a 189 item bibliography, achievement test scores for eight children, and two school record forms.

Dickerman, William. TOWARD AN EFFICIENT TECHNIQUE FOR TEACHER CONDUCTED BEHAVIOR MODIFICATION PROGRAMS FOR DISRUPTIVE CLASSROOM. BEHAVIOR. Madison, Wisconsin: Wisconsin University, February, 1971. 40 p.

Because training teachers to collect observational data and to use operant techniques has frequently been found to be prohibitively time-consuming, the author attempted to develop simpler, more efficient training procedures. This report presents the results of a study in which these procedures were implemented. Teachers followed a three step training process to learn to observe a disruptive child's behavior, to observe their own interactions with a child, and to initiate more frequent contact with a child when he is on task in order to increase his on-task behavior. Observers recorded children's behavior as well. Reliability of observations by both teachers and observers was found to be adequate. Two teachers successfully used the procedures to change the behavior of disruptive children. Two were not successful because they failed to change their own behavior.

DISCIPLINE IN THE CLASSROOM. FROM TODAY'S EDUCATION, NEA JOURNAL: SELECTED ARTICLES OF CONTINUING VALUE TO ELEMENTARY AND SECONDARY SCHOOL TEACHERS. Washington D. C.: National Education Association, 1969. 131 p.

Increasing student unrest, coupled with the acute problems of the inner city, indicate that the problem of maintaining pupil discipline is gathering intensity. This document contains 34 articles about discipline that have been published in Today's Education: NEA Journal since 1942. Articles applicable to both the primary and the secondary levels suggest that a better curriculum may lead to better discipline. Creative teaching, knowledge of a student's likes and dislikes, and the avoidance of ridicule can also lead to fewer discipline problems. Articles pertaining directly to the elementary level stress the benefits of teaching self-discipline at an early age. The disturbed child in the classroom is also covered. The articles dealing with secondary school students consider discipline problems of classroom groups and problems with individuals. Thirteen classroom incidents are included to give a dimension of actual experience in handling specific problems.

Dobson, Russell and Leon Brewer. THE PERCEPTION AND TREATMENT BY TEACHERS AND PRINCIPALS OF THE BEHAVIORAL PROBLEMS OF ELEMENTARY SCHOOL CHILDREN. Stillwater, Oklahoma: College of Education, Oklahoma State University, 1971. 13 p.

Compared were attitudes of elementary school teachers and principals on their classification of student behavior and discipline problems and behavior change treatment needed. Subjects consisted of 170 elementary school teachers and 15 principals in a mid-western city school system. Reaction of teachers and principals to discipline and behavior problems and their suggested treatment were rated on the Behavioral Problems Inventory and the Behavioral Problems Treatment Sheet (Dobson, 1966). The statistical method utilized in testing the hypotheses was chi-square, with the level of confidence set at .05. The findings considered to be most significant were that elementary school principals differed significantly from elementary school teachers in their perception of the seriousness of behavioral problems of elementary school children, with principals perceiving the acts as less serious than the teachers, that significant differences in attitudes toward treatment of behavioral problems existed between principals and teachers, and that principals and teachers were in agreement on the value of parent teacher conferences as an effective method of treating behavior, with the principals also favoring parent child teacher conferences.

Feldhusen, John F, and others. PREDICTION OF SOCIAL ADJUSTMENT OVER AN EIGHT YEAR PERIOD; CORRELATES AND LONG-RANGE IMPLICATIONS OF CLASSROOM AGGRESSION; PREDICTION OF ACADEMIC ACHIEVEMENT OF CHILDREN WHO DISPLAY AGGRESSIVE-DISRUPTIVE CLASSROOM BEHAVIOR. Lafayette, Indiana; Purdue University; Eu Claire, Wisconsin; Wisconsin State University, February, 1971. 44 p.

These papers focus on early identification, by classroom teachers, of children who, without planned intervention, are likely to eventually display poor social adjustment, low academic achievement, and/or delinquency.

The research indicates that there are valid predictors of these outcomes. Classroom teachers of selected elementary grades nominated for study, aggressive/disruptive children and socially acceptable/productive children. Random samples were drawn. For all the studies, predictors were found for later social adjustment: (1) classroom behavior traits, (2) arithmetic achievement, (3) response to a sentence completion test, (4) a child's parents' marital relationship, and (5) maternal discipline. Significant factors were also found for academic achievement: (1) teacher ratings of social adjustment, (2) I.Q., (3) sex, (4) scores on a behavioral problems checklist, (5) parent's education level, and (6) classroom behavior.

Gloeckler, Theodore L. B.; and others. PROJECT EVALUATION; THE EDUCATIONAL DIAGNOSTIC AND PLANNING CENTER. Cheyenne, Wyoming. Educational Diagnostic and Planning Center; Fort Collins, Colorado; Rocky Mountain Behavioral Science Institute, Inc., 1968. 158 p.

Project goals of the educational diagnostic and planning center were to diagnose academic and behavioral difficulties in their early stages; to design, implement, and improve individualized programs for students with such difficulties; and to establish small halfway classes as a means of gradual re-entry to the regular classroom. Further goals called for in-service training, teacher developed methods and materials, coordination of community resources, and changes in attitudes toward success and education and citizenship for all. Activities relevant to each goal are stated; procedures to be used in evaluation are described. Over three-fourths of the document consists of appendixes relating to each of the goals. Technical reports on the goals are cited.

Hill, Paul L. SOLVING BEHAVIOR PROBLEMS. Danville, New York. F. A. Owen Publishing Company, 1965.

This discussion of classroom behavior problems suggests guidelines for recognizing problems and working out solutions. Specific suggestions that can be implemented by the classroom teacher are presented for problems grouped under overt behavior patterns, withdrawal behavior patterns, the socially shunned, and organic problems. Procedure for obtaining help and a list of sources of help are included.

Littky, Dennis and Lenora Bosley. A CONTINGENCY MANAGEMENT PROGRAM IN URBAN SCHOOL CLASSROOMS. New York, New York: Institute for the Advanement of Urban Education, April, 1970. 30 p.

The project described in this study was implemented in the Ocean Hill-Brownsville Demonstration School District, Brooklyn, to train teachers and paraprofessionals (parents from the community) to work within their present structures, using the principles of behavior analysis as a means for teaching children to read, for controlling behavior problems, and for conducting more efficient classrooms. The project was conducted in an inner city elementary school whose population was 85%

black, 10% Puerto Rican, and 5% white, the subjects being from five second grade classes. In experimental and control classes, data were collected by observation of the children for 20 minutes per day, five days per week. Five one-hour workshops were conducted for the teachers and paraprofessionals to introduce a motivational and behavioral management program, and to teach a contingency management system. Further training was provided by bi-weekly meetings to discuss progress and problems. Results showed an increase in the experimental classrooms of the average percentage of children working on their programmed reading books, compared to no increases in the control classroom. Test formats and results, charts, and a bibliography are appended.

Lond, Nicholas J., ED., and others. CONFLICT IN THE CLASSROOM: THE EDUCATION OF CHILDREN WITH PROBLEMS. Belmont, Caliofrnia: Wadsworth Publishing Company, Inc., 1971. 587 p.

The collection of readings deals with teaching and managing both emotionally disturbed children and children who are in a state of emotional disturbance or conflict due to external factors. The readings in the first chapter, selected from fictional and nonfictional literature and other sources, illustrate how it feels to be emotionally disturbed by describing what the disturbed child feels like from within. The chapter is divided into three parts: one pictures basic intrapsychic difficulties, the second shows aspects of society which breed disturbed behavior, and the third concerns drug use. Other chapters contain selections on identification and diagnosis of the disturbed child, kinds of help available (individual psychotherapy, therapies with different media, group therapy), kinds of schools and programs available, teaching strategies (the behavior modification, educational, behavioral science, and social competence models and, particularly, the psychoeducational model), mental hygienic management in the classroom, and evaluation of methods and treatment. Chapters are preceded by editors' introduction and individual articles are often followed by editorial comments. (KW)

Mussman, M. C. PREVENTION AND REDUCTION OF EMOTIONAL DISORDER IN PUPILS; A THEORY AND ITS IMMEDIATE APPLICATION TO PRACTICES IN THE COLUMBUS, OHIO PUBLIC SCHOOLS. Columbus, Ohio: Columbus Public Schools, Division of Special Services, June, 1968. 123 p.

Intended to provide administrators with information valuable in planning school involvement with the emotionally disturbed. The text presents suggestions to a variety of questions on this subject. Questions on the nature and importance of the problem focus on emotional disorder, its relationship to behavior and achievement, and incidence while questions on theoretical orientations concern the value of theories, adaptation, coping, and learning processes. Aspects of prevention and reduction considered are the worth of success experiences, the effects of high anxiety punishment, and proper placement and remedial teaching. Descriptions of critical issues include the influence and number of school personnel, the school role in prevention, teacher training, educational programming, parent change, special classes and services, school and community responsibility, program evaluation, and remission. Recommendations are made for program development. Appendixes include a description of project activities, a letter of confirmation, reports of field investigations, and advisory committee comments.

Phay, Robert F. SUSPENSION AND EXPULSION OF PUBLIC SCHOOL STUDENTS. Topeka, Kansas: National Organization on Legal Problems of Education; and Eugene, Oregon: Oregon University, 1971. 49 p.

This monograph reviews and analyzes decisions dealing with suspension or expulsion of students by public school authorities. The report focuses on recent court cases that reaffirm, amplify, or extend entrenched constitutional and common law principles undergirding the public educational system in the United States. The author considers the traditional elements of procedural due process and concludes that to comply with the minimum requirements of procedural due process administrators must (1) give the student adequate notice of the grounds of the charges and the nature of evidence against him, (2) conduct a hearing (unless the student waives it), and (3) take action only if it is warranted by the evidence. The author recommends that administrators develop written policies on student conduct, outline procedures for handling discipline cases, provide grievance procedures for students and faculty, and detail emergency plans to deal with school disorders.

Quay, Herbert C., and others. "The Modification of Problem Behavior and Academic Achievement in a Resource Room," JOURNAL OF SCHOOL PSYCHOLOGY 10: 187-198, 1972.

The modification of both social behavior when in the resource room and academic gains in reading and arithmetic were significant for the experimental subjects; However "attending behavior" while in the regular classroom was not different from the controls.

Reitman, Alan, and others. CORPORAL PUNISHMENT IN THE PUBLIC SCHOOLS. THE USE OF FORCE IN CONTROLLING STUDENT BEHAVIOR. New York: American Civil Liberties Union, March, 1972. 43 p.

This report has been prepared to increase the general awareness of how serious a problem corporal punishment can be and also to contribute some possible corrective steps. The document consists of (1) a summary of the current situation, (2) specific civil liberties considerations, (3) harmful effects, (4) illustrative case reports, (5) recent court action, (6) State statutes, and (7) public attitudes.

REPORT OF THE TASK FORCE ON CORPORAL PUNISHMENT. Washington, D. C.: National Education Association,

1972. 30 p.

This report reflects positions arrival at by the Task Force as a result of extensive literature reviews; site investigations; meetings and conferences; and interviews with parents, teachers, students, and administrators. The contents include (1) findings on the use and effect of physical punishment, (2) some suggested alternatives to the use of physical punishment, (3) recommendations, and (4) a proposed model law outlawing corporal punishment.

Smith, Donald C. A COMMUNITY HELPER PROGRAM FOR CHILDREN WITH BEHAVIORAL AND LEARNING DISORDERS. FINAL REPORT. Columbus, Ohio: Ohio State University, June, 1969. 180 p.

A community helper project involved 37 untrained volunteers in a one-to-one relationship with children manifesting behavioral and learning problems in school. Most volunteers were nominated by principals; all passed screening and all were women despite efforts for recruiting men. Seventy-four problem children, from grades 1-6, and not manifesting mental retardation or physical or sensory handicaps were identified. Mean age of experimentals was 9.2: controls were an average of 1 year older, but of similar class (low to upper middle) and intelligence (low to high average). Experimentals met for 22 interviews over 18 weeks with a helper: 13 controls received remedial tutoring or counseling; 24 controls received no special services. Ratings of behavior, personality, academic achievement, and intelligence indicated no significant differences between the groups. It was suggested that the treatment period be extended and need frequencies analyzed. Also, it was recommended that selection procedures for subjects and volunteers be refined. Principals, teachers, and helpers all saw the program as effective.

Spivack, George and Marshall S. Swift. PATTERNS OF DISTURBED CLASSROOM BEHAVIOR -- THE NATURE AND MEASURE-

MENT OF ACADEMICALLY RELATED PROBLEM BEHAVIORS. Devon, Pennsylvania: Devereux Foundation, May, 1967. 113 p.

This series of five studies examined the nature and organization of nontest, academic achievement-related, classroom behaviors from kindergarten through 12th grade, and developed rating scales that a teacher can employ to reliably describe these behaviors in a standard fashion. Research involved normal public school and special class students of both sexes. Most of the research effort focused upon the measurement of behaviours from kindergarden through sixth grade. Behaviors were selected out of teacher conferences, scale items constructed, ratings made by teachers, factor analyses performed, and behaviors related to age, sex, IQ, academic achievement, clinical diagnosis, academic subject, grade level, sex of teacher-rater, age and educational level of parents, sibling status, and race of child. Norms and test-retest data were obtained, and comparisons were made between academic achievers and nonachievers and between normal and special classes. In all, 147 teachers made 1,719 ratings on a total of 1,546 children. The resulting scales are feasible to use. Both the elementary and high school rating scales are presented in the appendix. A reference list includes six items.

Spivack, George, and others. "Syndromes of Disturbed Classroom Behavior: A Behavioral Diagnostic System for Elementary Schools", JOURNAL OF SPECIAL EDUCATION 5: 69-92, February, 1971.

The study defined, through statistical syndrome analyses, total profile cluster types of classroom behavior exhibited by normal children in grades K-6. Determined was how children whose patterns were similar differed in achievement, normalcy, and other variables from children exhibiting other patterns.

SUMMARY AND EVALUATION OF THE REGIONAL EDUCATION DIAGNOSTIC TREATMENT CENTER 1966-1969. Washington, D.C.: Office of Education (DHEW), 1969, 118 p.

A diagnostic treatment center for learning disabilities and emotional problems was developed to serve six school systems. Evaluation by the multidisciplinary staff covered behavior, family background, health, and intellectual perceptual motor, emotional, and educational functioning. Treatment plans, developed by the team which subsequently met with the school personnel, involved the child in play and educational or behavioral therapy on an individual or group basis. Treatment also altered the child's environment by providing family therapy and parent counseling, mothers' groups, school or parent conferences, or staff consultants to work with school personnel. Consensual judgment of change (by parents, schools, and staff) in school work, and in educational and behavioral functioning indicated mild improvement in 60.9% of the cases and marked improvement in 16.2% with girls showing more improvement (P less than .01). Appendixes provide ranking scales and client classification and other forms and describe treatments. Descriptive data are given for a sample of 350 cases.

Van Vleet, Phyllis, Ed. and Robert Brownbridge, Ed. INVESTMENTS IN PREVENTION: THE PREVENTION OF LEARNING AND BEHAVIOR PROBLEMS IN YOUNG CHILDREN. INTERVENTION REPORT I. South San Francisco, California, Pace I.D. Center, 1969. 75 p.

> In this paper, the reader can see how the beginnings of origanization in one community helped to develop a program focusing on young children. The needs of all young children can be provided in marshalling a communtity's resources toward concerted action. The pace I.D. center was set up specifically for early identification and intervention designed to reduce the occurrence of disordered behavior among school children. All children were rated by their teachers on the A-M-L behavior rating scale and randomly assigned to an experimental or control group. Intervention was begun as soon as a child was identified as a member of the demonstration group. The process of

of intervention is discussed with respect to the school, home, parents, and the Spanish speaking communities. Teachers' comments and student comments are included. The research reported herein was funded under Title III of the Elementary and Secondary Education Act.

Walker, Hill M. EARLY IDENTIFICATION AND ASSESSMENT OF BEHAVORIAL HANDICAPPED CHILDREN IN THE PRIMARY GRADES. REPORT NO. 2. Eugene Oregon: Department of Special Education; Oregon University, 1971. 67 p.

As part of a larger study investigation intervention procedures for children classified as homogeneous on factorially derived dimensions of classroom behavior, students in grades 1-3 (N = 1,067) were screened using teacher ratings on the Walker Problem Behavior Identification Checklist (WPBIC) for the purpose of developing groupings of deviant classroom behavior using behavioral assessment and procedures and factor analytic techniques. Each S'S ratings on the WPBIC were scored on five factors and subjected to profile analysis. Homogeneous groupings were established on the five behavioral dimensions: acting out, social withdrawal, distractability, disturbed peer relationships, and immaturity. Correlations indicated that, with the exception of acting-out and distractability, there was little overlap among item clusters comprising the five factors. Sex difference was significant within each of the three grade levels; neither grade level effect nor interaction between grade level and sex was significant. Results suggested that teacher checklist ratings of student behavior are a valuable and relatively inexpensive method of identifying homogeneous groupings of classroom behavior.

Walker, Hill M., and others. SPECIAL CLASS PLACEMENT AS A TREATMENT ALTERNATIVE FOR DEVIANT BEHAVIOR IN CHILDREN. SECTION ONE, INTERIM REPORT. Eugene, Oregon: Oregon University, 1968. 69 p.

The efficiency of behavior modification technology, as a therapeutic intervention process, has been amply demonstrated. The establishment of special education settings for modification of deviant behavior, as reported here, provides opportunity for a controlled analysis of the effects of groups of experimental variables, where treatment in regular classrooms is less amenable to the analysis of cause and effect relationships. This paper describes the development and evaluation of a treatment model designed for one class of deviant behavior; hyperactive, disruptive, acting-out behavior in the classroom. Some 12 males, in grades four, five, and six average or above an intellectual ability, were the subjects. Socially acceptable behavior was reinforced by the accumulation of individual and group points exchangeable for free time for high valence activities. A variety of timing and recording devices were used to monitor behavior and points. Observations were made of subjects' behavior in special and regular classrooms. The treatment model proved very effective. Of three components, (1) token reinforcement, (2) social reinforcement, and (3) aversive controls, social reinforcement exercised the greatest control.

"What Behavior Research Says to the Classroom Teacher: An Interview with Richard E. Shores", TEACHING EXCEPTIONAL CHILDREN 4: 192-9, Summer, 1972.

Using an interview format, an expert in behavior research discussed behavior problems in the classroom and methods by which the teacher can change the undesired behavior patterns.

Woody, Robert H. BEHAVIORAL PROBLEM CHILDREN IN THE SCHOOLS: RECOGNITION, DIAGNOSIS, AND BEHAVIORAL MODIFICATION. New York: Appleton-Century-Crofts, 1969. 264 p.

Directed primarily for classroom teachers, school counselors, and school psychologists, the book considers the psychology of behavioral problem children and ways of coping with their behavior. Aspects of recognition and diagnosis discussed are the school and the behavioral problem child. Causes and characteristics of behavior problems, detection and referral, and psychoeducational diagnosis. Behavioral modification is described in terms of influencing and modifying behavior, types of behavior modification, general and specialized behavioral modification techniques, and implementing behavioral modifications in the schools. Reference lists are provided throughout the text.